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ABSTRACT

A systematic, statewide study of vocational education consumer and homemaking programs was conducted in Pennsylvania to gather data for use in decision-making concerning future funding and for redirection and improvement of these programs. Data were gathered through review of funded projects; questionnaires to school districts; in-depth study of 21 districts; and interviews with school administrators, classroom teachers, guidance counselors, and students. The data pertained to the background of federal funding, the role of consumer and homemaking education in overall state strategy, and the results for the learners of participation in these programs. Some of the conclusions of the study were the following: (1) the impact of the program, as described by students and teachers was preparation for independent living and home and family life; (2) programs provide an opportunity to encourage potential dropouts to remain in school; (3) programs contribute to overall strategy of vocational education for the state and conform to guidelines that are related to funding legislation; and (4) maintenance of these programs creates a dependency upon entitlement funds and without continued funding, the majority of programs would not exist in their present forms. Recommendations for program improvement include a need for statewide leadership and direction and a need for teacher participation in inservice training. (Extensive appendixes include project correspondence; funding procedure information; a matrix for project review; and forms for questionnaires, interviews, monitoring, and accountability.) (KC)

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FINAL REPORT

STATEWIDE EVALUATION OF VOCATIONAL EDUCATION CONSUMER AND HOMEMAKING PROGRAMS

(Contract Number 83-4011)

DR. SALLY A. SUTTER

EDUCATIONAL CONSULTANT

ALTOONA, PENNSYLVANIA

January, 1985

PENNSYLVANIA DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL EDUCATION

RESEARCH COORDINATING UNIT
FOR VOCATIONAL EDUCATION

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Pennsylvania State Department of Education

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ABSTRACT

Title of Project: Statewide Evaluation of Vocational Education Consumer and Homemaking Programs

Submitted by: Dr. Sally A. Sutter, Educational Consultant

Summary: Information from a systematic, statewide study of funded programs will be used for decision making concerning future funding and for redirection and improvement of these programs.

Objectives:

—Historical review, background, and purpose of federal funding.
—The exent to which Consumer and Homemaking Programs are responsive to the requirements and intent of that funding.
—Role of Consumer and Homemaking in overall state strategy and plan for entire thrust of Vocational Education.
—Results of participation in these programs for the learners (impact of program on learners).
—Utilization of the findings of proposed studies will form the basis for recommendations for improvement and redirection of these programs including funding considerations.

Procedures and Description of Project Design:

—Extensive review of all funded projects for years in the Study, 1980-81, 1981-82, and 1982-83.
—Questionnaire designed for school districts and intermediate units.
—Purposive selection of 21 school districts for in-depth data collection procedures using variables of region and size.
—Interview procedures for school administrators, classroom teachers, guidance counselors, and students.

Recommendations and Conclusions:

—Need for Statewide leadership and direction for the Consumer and Homemaking Programs.
—Significant correlation relating teacher participation in in-service training and success of the program and the need for program improvement.
—Impact described by teachers and students as preparation for independing living/home and family life.
—Programs provide opportunity to encourage potential dropouts to remain in school.
—Programs contribute to overall strategy of Vocational Education for the State and conform to guidelines which are related to funding legislation.
—Dependency upon entitlement funds has occured for maintenance of these programs and without continued funding, the majority of these programs would not exist in their present form.

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INTRODUCTION

A statewide comprehensive evaluation of Consumer and Homemaking Programs funded under the provisions of the Vocational Education Act, Education Amendments, 1976, was designed and undertaken.

This research project was one of several conducted concurrently. Together, these documents will become a valuable source of information for planning and decision making regarding allocation of scant resources predicted for the future.

In order to rationally and justifiably allocate monies to future programs or plan for future changes in resource allocation, a systematic evaluation is desirable. This project will provide information regarding the impact of existing programs on the program participants and the success of these existing programs.

This programmatic evaluation will provide information for subsequent recommendations concerning:

— whether the objectives of the individual programs were related to the identified needs;

— judgment concerning the success of meeting the proposed program's objectives;

— determine numbers of project which strengthened, expanded, or initiated useful home economics programs.

— rationale for reducing or continuing the need for funding.

Since there were a relatively large number of programs and very diverse programs, a thorough review of all projects was undertaken to

provide data for comparison and judgment. This review was vital in the subsequent selection of those projects for in-depth study.

Historical Perspective

Demographic changes have occurred in recent decades which directly and indirectly affected education as a whole and specifically impacted upon the Consumer and Homemaking Programs.

A review of the recent census data reveals:

— a reduced birthrate

— fewer school age children

— an increase in numbers of senior citizens

— larger aggregate of people in the middle years as the baby boomers mature

— a high divorce rate

— evergrowing number of single parents

— a dramatic increase in the number of teenage parents

— an increase in numbers of working women, many of them mothers (U. S. Census Data)

These changes have produced societal pressures and concerns. These concerns have affected the basic unit of our society, the American family.

Population trends have altered roles within the family, particularly that of the wife and mother. Many women have a substantial part of their lifetime for interests other than child rearing due to smaller families with children spaced closer together. Many have chosen paid employment. Trends indicate women no longer wait

until children leave home, but in large numbers, are entering the work force when they have school age children.

Today there are more childless couples. Another trend is to delay parenthood until education is completed and careers are firmly established.

The high divorce rate has produced an evergrowing number of single parent families. These families are frequently headed by women. Single women have less economic earning power than men. Many of these families have reduced earning capacity and economic problems. The category of Aid to Families with Dependent Children has been one of the largest growing categories of the welfare network.

The dual career family with husband and wife both employed is another trend that is expected to continue (Harriman, 1982).

Changes in demographics also affected schools in Pennsylvania. Population trends caused disruptions in the educational community leading to school closings and teacher dismissals.

Concerns for the quality of education in Pennsylvania began with the Citizens' Commission on Education, 1973. Project 81 attempted to identify student competencies in all educational domains. These efforts lead to the development of The Twelve Goals of Quality Education.

The provisions of Title IX of the Education Amendments of 1972, prohibited discrimination on the basis of sex in schools and programs receiving Federal assistance and precluded continuation of discriminatory treatment of male and female students. Prior to implementation of Title IX, traditional patterns of scheduling which

were widely practiced assigned females to home economics courses and males into industrial arts.

In order to accommodate and attract males, as well as females, home economics programs were updated and new courses added.

Title IX has certainly impacted upon consumer and homemaking education. The number of males participating in these programs has escalated as a direct result (Harrison, Dahl, Shaycoft & Parks, 1979).

Continued concern for quality education in Pennsylvania has lead to a competency based monitoring system for basic skills called the Testing for Essential Learning and Literacy Skills (TELLS). Recently, the first results of these tests have been made available to the local school districts.

During this time frame, changes have occurred within the Bureau of Vocational Education. At one time, the consultants delivered services in the area of academic expertise, such as home economics. Currently, consultants are generalists serving a number of assigned school districts. The job descriptions of today's consultant includes assistance in preparing proposals and other services for all funded programs. As a result of these changes and attrition, there are fewer consultants serving LEA's in the three State Regions.

Brief History of the Funding for Consumer and Homemaking Education

From 1899 to 1908, Ellen Richards, a strong proponent of a domestic science curriculum in the expanding public educational system, conducted a series of meetings which provided the framework for home economics as a separate discipline. These collective meetings, known

as the Lake Placid Conferences, led to the birth of the American Home Economics Association.

To Ellen Richards and the other founders, home economics was the application of economic and scientific knowledge to the management of home and family. The new discipline was envisioned to nurture and cultivate the development of human potential.

The original philosophy of home economics transcended the practical courses in food preparation and clothing construction available at the time. It was hoped that the knowledge of economics, biology, psychology, and sociology would become integrated to serve a new purpose of providing environments designed to strengthen the quality of life (Clarke, 1973).

Prior to the passages of the Smith-Hughes Act in 1917, a coalition of education, business, and labor representatives advocated education for females. In 1910 the National Education Association issued a statement declaring the primary aim of vocational education for females was "to enable them, through the right sort of homemaking training to enter homes of their own, able to assume the most sacred duties with an intelligent preparation . . . ." (Lazerson & Grubb, 1974).

In 1914, the Commission on National Aid to Vocational Education, appointed by President Wilson, recommended Federal funding for the education of home economics teachers so that home economics courses could be made available in elementary and secondary schools.

The Smith-Hughes Act, 1917, incorporated such thinking by providing funding for not only the subject of home economics, but also agriculture, trade, and industrial education.

The monies granted to the States was earmarked for teacher training and teachers' salaries. Home economics programs were offered to school age students and adult homemakers under the supervision of the State.

The rationale for the inclusion of home economics as an integral part of the legislation designed to encourage the growth of vocation education was stated in a Home Economics circular published by the Bureau of Education. The circular stated that home economics "finds its place in the school curricula because it furnishes vocational education in that occupation in which 93 percent of all American women ultimately engage . . . . (Kantor & Tyack, 1981).

The Parent Teacher Association and the Child Study Association of America offered their support for home economics programs. These organizations were interested in strengthening family life and countering the increase in the divorce rate following World War I. During this same time frame, the American Home Economics Association incorporated child care into the home economics curriculum.

The George-Reed Act was adopted in 1929. Additional funding above the levels provided under the Smith-Hughes Act, was provided for both agricultural and home economics education. The basis for allotment to each of the States was changed from a ratio of the State's urban population to total population of the United States to a ratio of the State's rural population to the rural population of the United States.

The George-Deen Act of 1937, again greatly increased funding for home economics programs. Home economics programs were funded at the same level as agriculture, trade, and industrial programs. The act required State or local matching funds to increase in stages from 50

percent after 1938 to 100 percent after 1946. The allocation of home economics funds was still based on rural population, but the funds were no longer to be spent on teacher training.

In 1946, the George-Barden Act further increased home economics funds but at a reduced rate compared to the funding for agricultural programs. Prohibition of using these funds for teacher training was continued. States were given greater discretion in the usage of their grant allocations. Where past legislation spoke of "cooperating with the States to aid in further development of vocational education," the new legislation spoke of "assisting" the States in that endeavor (Vocational Education Study, No. 1).

Dramatic changes in Home Economics programming occurred as a result of the Vocational Education Act of 1963. The Act departed from the tradition of separate authorization for home economics programs and instituted a system of State discretion to decide the amount of the total grant to be spent on home economics programs. A formula was utilized based on age groups in the population and per capita income. The category of "gainful employment" was used. Criteria for Home Economics for Gainful Employment included:

> The time requirements for the courses should reflect the time needed to develop the desired skills. Individual students may require varying amounts of time to develop these desired skills.
>
> The instruction will follow a program to qualify individuals to engage in an occupation involving the knowledge and skills of home economics subject matter areas:
>
> Human Development
> Care and Guidance of Children
> Institutional and Home Management Services
> Food Management
> Production and Services

Clothing Management
Production and Management
Home Furnishings
Equipment and Services

The course should be planned to include on-the-job experiences.

Facilities and equipment should be comparable to that which the student will meet in the occupation for which the training is designed.

Teachers must meet certification requirements.

Consumer and Homemaking Education reflects the curriculum revision necessitated by societal changes which affect individuals and families. The Vocational Educational Amendments of 1968 (Part F) provided funds and authorization for development of programs which are designed to help individuals and families improve home environments and the quality of personal and family life.

This new legislation gave emphasis to Consumer and Homemaking Education. Concepts and generalizations are organized into five subject matter areas: human development and the family, home management and family resources, foods and nutrition, textiles and clothing, and housing.

People in our society are involved in decision making at increasingly earlier ages. Consumer education is designed to teach a student how to make decisions based upon factual information and the application of basic economic principles. Criteria for program development included:

Programs must be offered for a minimum of two years. The program may begin in the ninth grade or any ar thereafter which will provide a two-year sequence.

Programs must be intensive and extensive to enable students to develop competencies necessary for homemaking. Learning experiences from the five broad subject areas with emphasis upon consumer education should be selected to enable effective use of human and material resources to improve family life.

Classes must meet the same time requirements as that of any other major subject area of the secondary school curriculum for which one credit is granted.

Facilities and equipment should be adequate to facilitate the goals of the program.

Certified teachers are required. (Guidelines for Program Development, 1972)

The Amendment of 1968, for the first time called for home economics to reflect "social and cultural conditions and needs; especially in economically depressed areas," emphasized preparation of youth and adults for the "dual role of homemaker and wage earner," and stipulated that consumer education should be included in the curriculum. The ratio of 10 State or Local dollars to 90 Federal dollars was authorized to be spent in economically depressed areas. One third of the Federal funds are to be spent in such areas with high rates of unemployment to assist consumers and to help improve home environments and the quality of family life. Thus, the 1968 Vocation Educational Amendments anticipated many key elements of the Consumer and Homemaking Education provisions of the 1976 legislation.

Part A, Subpart 5, of the Education Amendments of 1976 goes beyond previous legislation in specifying subject matter for Consumer and Homemaking Education Programs, the ends they are to serve, and the groups most in need of this knowledge and skills.

The Act indicates priorities among content areas and populations with special needs, but does not limit usage of Federal funds to specified content areas or groups to be serviced. The language of the law—"included but not limited to"—is indicative, not prescriptive. States are permitted to choose to use funds either to maintain traditional programs or to promote change in the direction of the

specified content areas and priority groups to be served. Preferred rather than mandatory behavior is indicated. Responsiveness to the intent of The Act means the relationship between preferred behavior and State and local Consumer and Homemaking programs, practices, and activities. The overall strategy for the goals and desired outcomes of these programs was a State planning function. The individual local educational agencies would look to the State for a cohesive policy statement for the direction of the Consumer and Homemaking Programs. (Vocational Education Study Publication No. 1, 1979).

Definitions

The following are simplified definitions pertinent to the understanding of this research project.

The Act. Vocational Education Act of 1963, Public Law 88-210, as amended by Title II of the Education Amendments of 1976. Public Law 94-482, 90 Stat. 2168,20 U. S. C. 2301 et seq.

Home Economics Education. The total program of offerings which is composed of one or both types of instructional programs—Consumer and Homemaking Education and Occupational Home Economics Education. Both programs use the knowledge, skills, and attitudes in the subject matter areas of home economics. These areas include: food and nutrition; clothing and textiles; housing and home furnishings; human development including child care and development, parenthood education and family living; home management and family resources.

Consumer and Homemaking Education. The instructional program which prepares persons at the high school and adult education levels for homemaking.

Occupational Home Economics Education. The instructional program which prepares persons at the high school and adult educational levels for paid employment.

Useful Home Economics. Programs to prepare males and females for the work of the home which are designed to strengthen, expand, or initiate programmatic efforts whose priorities include knowledge of the following: human development, child care and parenthood education; nutrition; and consumer education—management of resources.

Vocational Education. Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment.

Local Educational Agency. A board of education (or other legally constituted local school authority) having administrative control and direction of public or secondary school or any other public educational institution or agency having administrative control and direction of a vocational educational program.

I. U. refers to the Intermediate Unit. An Intermediate Unit is a grouping of school districts contiguous to one another in a geographic area of the State. These Intermediate Units assist the local school districts by providing a variety of services such as computer services, busing schedules, educational services for special needs children, in service training and act as a depository and library for educational materials.

Area Vocational Education School.

(a) A specialized high school used exclusively or principally for the provision of vocational education to persons who are available for study in preparation for entering the labor market;

(b) The department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for study in preparation for entering the labor market.

Secondary Program. Vocational education for persons in high school, usually beginning with grade 9 and ending with grade 12.

Adult Program. Vocational education for persons who have already entered the labor market or who are unemployed or who have completed or left high school.

Ancillary Services. Activities which contribute to the enhancement of quality in vocational education programs, including activities such as teacher training and curriculum development, but excluding administration (except in consumer and homemaking education under Section 150 of the Act).

Eastern Region. The Eastern Region consists of 19 counties which appear in alphabetical order from Berks to Wyoming.

Central Region. The Central Region consists of 26 counties which appear in alphabetical order from Adams to York.

Western Region. The Western Region consists of 22 counties which appear in alphabetical order from Allegheny to Westmoreland.

Funding Categories.

(a) Depressed--one of the two broad funding categories for Consumer and Homemaking programs based on economic criteria including such things as unemployment rate of the area, proportion of low income families, and tax rates which are used to identify school districts in a depressed area.

(b) Other—one of the two broad funding categories for the Consumer and Homemaking programs, which includes those districts who qualify for funds according to the VEMIS Curriculum File, but fail to qualify as a depressed geographic area. (Vocational Education Guidelines For the Application of Federal Funds, 1981)

Goals of Vocational Education
Pennsylvania State Department of Education

The State Plan is a document which provides a framework for the thrust of all of the diverse programs which are part of the vocational educational system.

The Consumer and Homemaking Programs contribute to those overall goals. These particular programs are the focus of this research project.

The following are the Goals of Vocational Education:

These guidelines are designed to present procedures to be followed in the preparation of applications for federal funds under the Act:

1. To extend, improve and, where necessary, maintain existing programs of vocational education,

2. To develop any new programs of vocational education,

3. To develop and carry out such programs of vocational education so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of consumer and homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes, and

4. To provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State, those in high school, those who have completed or discontinued their formal education and pare preparing to enter the labor market, those who have already entered the labor market, but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in postsecondary schools, will have ready access to vocational training or retraining which is of high quality,

which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

5. To address one or more of the guiding principles as applications are developed. The following principles were established by the Governor in his State of the Commonwealth address to the Legislature and further emphasized in the budget presented to the Legislature. All projects submitted must describe in the need section, how the funded program(s) service or activity will support the governor's priorities expressed as the six guiding principles. Each funded project should address one or more of the six principles. The guiding principles are:

    a. Elimination of Welfare Dependency
    b. Establishment of Sex Equity
    c. Establishment of Race Equity
    d. Fostering of Economic Development
    e. Cultivating Attitudinal Development
    f. Implementation of Job Placement

6. In an effort to provide a clear direction for vocational educators, the State Board of Education has adopted the following goals to guide vocational education for a five-year period (1977-1982) during the years of this Study.

GOAL I — Develop, expand or modify quality vocational education so that by 1982 every public secondary student will have had the opportunity to: (1) enter the labor force with a marketable vocational skill; (2) learn a useful vocational skill; or (3) acquire a basic vocational skill and continue at the postsecondary level.

GOAL II — Develop and expand the range and diversity of adult and postsecondary occupational education opportunities to facilitate: (1) the entry/reentry of persons into the labor force, and; (2) to provide upgrading or retraining for persons already employed/unemployed.

GOAL III — Develop and expand alternative forms of vocational/occupational education to broaden the options available to students.

GOAL IV — Develop and expand articulation efforts between secondary and postsecondary vocational/occupational programs.

GOAL V — Support a greater understanding of educational/career options by expanding vocational guidance, counseling, and job placement services and providing occupational experiences for students.

GOAL VI Achieve equal educational opportunities by eliminating sex, racial/ethnic and linguistic bias, stereotyping, and discrimination.

GOAL VII Develop and implement comprehensively planned programs to meet the needs of and demands for competent professional vocational teachers, counselors, supervisors, and administrators.

GOAL VIII Develop and expand vocational education opportunities for the disadvantaged and handicapped.

(Vocational Education Guidelines For the Application of Federal Funds, 1981)

The Intent and Purpose of the Act

The entitlements to local educational agencies in Consumer and Homemaking must be used to strengthen, expand, or initiate useful home economics programs. Priorities for the usage of Federal funds are in the following areas:

Human Development, Child Care and Parenthood Education
Nutrition from Infancy to the Elderly
Consumer Education—Management of Resources

Program development should give major emphasis to one or more of the following:

Encourage male and female participation.

Prepare males and females for combining the roles of homemaker and wage earner, stressing home management skills.

Encourage elimination of sexual stereotyping by promoting programs which include concept of increased numbers of working women employed outside the home and increased numbers of males assuming child care and home management responsibilities.

Reflect the changing career patterns fostered by equal opportunity in education and employment.

Provide greater consideration to economic, social, and cultural conditions and needs especially in economically depressed areas.

Inclusion in these courses of bilingual instruction where appropriate.

Encourage the establishment of outreach programs in communities for youth and adults giving consideration to special needs such as the following: aged, young children, school age parents, single parents, handicapped persons, educationally disadvantaged persons, and programs providing services for courts and correctional institutions.

Prepare males and females who have entered or are preparing to enter the work of the home.

Emphasize the following areas to meet current societal needs: consumer education, management of resources, and parenthood education.

Consumer and Homemaking Education is the only program treated categorically in the Act. There is a specific requirement that one-third of the funds be allocated to economically depressed areas which contributes to the Act's social goals.

Funding Procedures

To be eligible to receive funds for programs financed under the Act, each applicant receives approval by a formal contract. The time span of each contract is for one year with no commitment to continue funding for subsequent years.

Contracts of $10,000 or less will be paid 80 percent of the approved allocation in one lump payment. All others receive equal monthly payments determined by deducting 20 percent of the allocation and dividing by the months in the contract. Upon completion of the project, the remaining 20 percent of the funds are paid.

The educational entity applying for funds must demonstrate a combined fiscal effort for vocational education on a per-student or total program expenditures as being maintained or exceeded. These

monies must be from local and state funds, non-federal, for the preceding two years.

All applications for these funds must conform to all conditions and requirements of the Act, five-year State Plan, and annual program plan.

Each local educational agency applying for these federal funds must establish and utilize an Advisory Council. The purpose of said Advisory Council is to provide advice concerning relevance of the curriculum and course content. The Council shall be composed of numbers of the general public representing business, labor and industry, inclusion of both sexes and appropriate numbers of minority population as found in the area served by the Council. For eligibility of consumer and homemaking funds, the Councils must have a recent graduate who is now a homemaker or a professional home economist employed in the field. When applying for these funds, authentication of consultation with the Advisory Council and minutes of the Advisory Council meetings must be included with the proposal.

The local educational agency must show evidence of compliance with: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; and Handicapped Act as amended by Education of all Handicapped Children Act of 1975.

All applications for federal funds must follow the guideline requirements connected with the specific program for which funds are being requested.

A detailed review of all procedures appears in the Appendix Section of this Report.

Funding Formula

The State Board of Education has determined the most effective means of equitably distributing Federal Vocational Education monies is using the entitlement method.

The Annual Announcement of Available Funds will specify the types of funds available for school district entitlements. Only public schools are eligible. Area Vocational Technical schools and Intermediate Units may participate only through individual or collective assignments of selected entitlements to school districts.

The funding formula used to calculate the actual amount of the entitlement monies for individual school districts is a complicated formula with a number of variables:

—average daily membership
—concentration of low income families
—the area's economic depression
—funds available for distribution
—market value of the real estate
—measure of disparity in distribution of wealth in state
—whether new program or continuing, revised, or expanded program
—personal income and population
—ability to pay for vocational education
—previous enrollment in consumer and homemaking classes as reported on the VEMIS form (Vocational Education Management Information System)

The consumer and homemaking funds are available for secondary education, grades 9 - 12. The Annual Announcement of Available Funds supplies a yearly list of school districts indicating funding category, depressed or other.

If the reader wishes to review the actual formula and definitions connected with that formula, refer to the Appendix Section.

Guidelines for Entitlement Monies for Consumer and Homemaking Programs

Local educational agencies may apply for entitlement funds under Consumer and Homemaking Programs, Section 150 of the Act.

The purpose, qualifications and eligibility requirements are addressed in the guidelines.

Purpose. Consumer and Homemaking entitlements must strengthen, expand or initiate useful home economics programs which give greater emphasis in the subject matter areas of family living and parenthood education, consumer education, and nutrition.

Qualifications. The local education agency must have an approved vocational education program as per VEMIS legal curriculum file.

The priorities for use of the federal funds are:

—preparation for the dual role of homemaker and wage earner

—encourage the elimination of sexual stereotyping

—give consideration to economic, social and cultural conditions and needs especially in economically depressed areas (including bilingual instruction where appropriate)

—encourage outreach programs for youth and adults giving consideration to aged, young children, school age parents, single parents, handicapped persons, educationally disadvantaged persons and programs providing services to courts and correctional institutions

—preparation of males and females to enter the work of the home

For a detailed review of the funding guidelines for the three years in the study, turn to the appropriate section of the Appendix.

Process for Project Application and Approval for Entitlement Funds

Successful application for entitlement funds involves a series of steps which are explained in the information provided to the representatives of the school districts in the yearly booklets and at

the planning meetings. Assistance is provided by the Regional Consultants assigned to the various school districts. Those districts familiar with the process from past years, find it relatively uncomplicated since the process has remained unchanged over time.

The following information appears in a condensed outline format:

Activity	Time Frame
A. Current Handbook for Vocational Education Guidelines and Application of Federal Funds is prepared and sent to school districts	Nov.
B. Planning Meetings Scheduled	Jan.-Feb.
C. Supervisor or representative is informed at planning meetings held by regional consultant of entitlement figure.	Jan.-Feb.
D. Superintendent or representative use "Intent to Participate" sheet to indicate whether they are planning to utilize the Consumer and Homemaking funds or not. (If school districts fail to take advantage of monies in entitlement program, monies are redistributed among all schools taking advantage of funds.) The superintendent or representative will indicate whether monies will be used in a program for the individual school district or consortium projects for Intermediate Unit or area Vocational-Technical School project.	Jan.-Feb.
E. Guidelines and procedures explained	Jan.-Feb.
F. School districts write proposal following guidelines and procedures.	Jan.-May
G. School districts submit completed proposals.	March-May
H. Regional Consultant reviews completed proposal. Either proposal is accepted or districts are informed what changes are required.	March-June
I. Acceptable proposals are signed by Regional Chief and submitted for funding to Vocational Education Bureau Chief.	June
J. Letters of approval are drafted at Regional office and forwarded to State office.	June

K. Bureau Chief sends letter of acceptance to inform school district that project has been funded. Summer

L. Monies begin to flow to local LEA's. October

M. Application for Budgetary Revisions. April

(This is an approximate time frame. Variations occur from year to year. Major variable appears to be the month when school districts receive the Vocational Education Guidelines for Application of Federal Funds. Some years, this has occurred in November and in one of the review years, as late as January. The steps in the preparation of the proposals follows in the order presented.)

(Source: Numerous interviews over the data collection phase of this research project with personnel in the Bureau of Vocational Education and personnel located in Vocational Education's regional offices.)

Ancillary Services, Subpart 5—Section 150

This Section of the Act provides for ancillary services designed to assure the quality of all homemaking programs. Ancillary services can include teacher training and supervision, curriculum development, research, program evaluation, special demonstration, and experimental programs, development of instructional materials, exemplary projects, provision for equipment, and State administration and leadership.

Proposals for these funds are by invitation only.

In the 1981-82 school year in-service became a Statewide activity.

A detailed review of the guidelines for ancillary projects appears in the Appendix.

(Source: Vocational Education Guidelines for the Application of Federal Funds, 1977—Reprinted, 1981.)

Monitoring and Accountability

The monitoring process includes a review of the pertinent sections of the Act: Title VI—Civil Rights, Title IX—Sex Equity, Section 504—Handicapped Act, and Section 150—Consumer and Homemaking.

The following items are designed specifically for the Consumer and Homemaking Programs:

A yes or no question concerning if the proposed program strengthens the existing program.

Question concerning overcoming sex stereotyping and strengthening the area of Family Living, Parenthood, Consumer, Nutrition and Housing and Home Management Education.

The number the curriculum areas emphasized by the project.

Date, Contacts, and Comments including person(s) contacted.

Activities most successful in carrying out the intent of the contract.

Activities least successful in carrying out the intent of the contract.

A copy of the form appears in the Appendix Section of this report.

Each recipient that receives funds has the responsibility to complete an Annual Accountability Report for each funded program. Upon completion of the program, the reports are sent to the appropriate Regional office and filed for audit.

Highlights of the report include:

Number of students served--male and female.

Descriptive section which includes description of the program, explanation of the role of the local Advisory Committee in development and implementation of the project, evaluation of the program, and assessment of short term and long range need for continued Federal Funding.

A copy of the "Annual L.E.A. Accountability Report Vocational Education Programs Which Receive Federal Vocational Funds From P.L. 94-482" appears in the Appendix Section. (Review of forms and procedures in Regional offices.)

NIE Study of Consumer and Homemaking

The Educational Amendments of 1976 also charges the National Institute of Education (NIE) with undertaking "a thorough evaluation and study of vocational education programs . . ." (A Plan for the Study of Vocational Education, 1977). Mandated as an integral part of the study was a review and evaluation of programs funded under the Consumer and Homemaking Education provisions of the Act.

Authorization of the existing vocational education legislation extended to 1982. Congress clearly intended that the results of the study conducted by The National Institute of Education should contribute factual findings, analysis, judgments, and insights that will be utilized in preparing legislation for Vocational Education in the future.

The following questions were the major objectives of the Consumer and Homemaking Education Study:

What Is Taught?

Who are the Students?

Does Consumer and Homemaking Make a Difference to Learners?

Other aspects of this study included information concerning programs for adults, programs in economically depressed areas, indirect influences of Federal Funds, factors affecting responsiveness and usage of ancillary services (Hughes, Rougvie, & Woods, 1980).

The NIE contracted for a study of responsiveness with CRC Education and Human Development, Inc. With the aid of two home economists as consultants, research conducted after 1968 was reviewed.

The study was conducted in 10 states: five "core" states (California, Florida, Illinois, New York, and Texas) and five

additional states (Georgia, Idaho, Maine, Nebraska, and West Virginia). Researchers visited 100 local programs and interviewed more than 500 state and local educational agency personnel and 5 officials of the U.S. Department of Education.

According to a survey of 11,147 secondary schools in 41 states, more students were enrolled in comprehensive consumer and education courses than in courses in the various home economics subject areas (Hughes, Rougvie, & Woods, 1980).

In addition to enrollment figures, data on total hours of instruction was collected. The total number of hours of instruction was greatest in food and nutrition and clothing and textiles and least in consumer education (Rossman & Parsons, 1980).

The programs which were particularly responsive to the intent and purpose of the Act were outreach programs for adults and adult living courses for high school students.

Between 1972 and 1979, a review of programs in the ten representative states revealed more students enrolled in consumer and homemaking programs than any other vocational area. Enrollment in these programs increase seventeen percent during the indicated time period. The growth is attributable to increases in male enrollment directly related to implementation of Title IX of the Civil Rights Act.

The majority of learners are enrolled in secondary programs but adult enrollment increased 59 percent by 1978.

Adequate data on enrollment of special populations given priority status by the provision in the funding legislation is lacking. The educationally disadvantaged and the elderly were the most extensively served in the Ten State Survey.

Where local support for this type of program exists, instruction for school aged parents is provided. Usually these courses highlight child development and parenting skills.

There were few programs designed specifically to meet the needs of young children, inmates of correctional facilities and programs connected with health care delivery systems.

Few examples of rigorous research has been undertaken to explore the effects of consumer and homemaking programs on the learners in terms of changes in knowledge, attitudes or behavior. Some evidence suggests greater knowledge in the subject areas of child development and nutrition after participation in consumer and homemaking courses.

State and local dollars pay a larger share in furnishing consumer and homemaking programs than do federal dollars. The Study demonstrated that federal funds often provide the only means for creating programs emphasized in the Act. Past practices tended to commit local and state funds for maintenance of existing secondary programs. Local educational agencies became dependent upon these funds to support the consumer and homemaking programs. Because of the current fiscal crisis, local administrators are eager to utilize monies for maintenance of current programs and are reluctant to support new programmatic efforts.

Federal funds play an important role in financing ancillary services such as in-service training and payment of salaries for supervisory personnel. Whether or not states would target monies for administrative activities without federal support, is questionable. The State Supervisor has the major responsibility for substantive leadership. Nine of the ten states had one or more administrative

staff members assigned to assist the State Supervisor. Five states have regional staff people to provide direct assistance to classroom teachers in program planning and implementation.

Funds for ancillary services utilized for in-service training of teachers provides an effective means to promote responsiveness at the local level. Such in-service training can inform teachers of goals and purposes of the Act and assist with efforts to implement such programs in the local schools.

Three major funding patterns exist. The first pattern distributes the monies to all local school districts that meet requirements, usually on an entitlement basis. Three of the ten states used this pattern.

The second pattern involved a district submitting a proposal directly related to purposes of the Act. The monies are used to finance new elements into the system rather than maintenance of existing programs. Two of the ten selected this method of distributing funds. In the five other states, representing the third pattern of distribution of funds, a proportion of the monies are targeted for innovative programs while the remainder is used for maintenance of existing programs.

Because of the permissive wording of the legislation, and the proportion of federal funds small in comparison to State and local shares, responsiveness to the Act varies considerably.

The major factors influencing State responsiveness are: the extent to which consumer and homemaking is integrated in the State's entire vocational education administrative structure; the goals of the consumer and homemaking network (primarily composed of secondary school

teachers, teacher educators, and State vocational representatives); the visibility of federal funds at the local level; and State education laws, policies, and funding practices.

At the local level, autonomy of school district scan subvert the influence of the State Consumer and Homemaking leadership in promoting the goals inherent in the legislation. Reduced enrollments and fewer dollars may be an impetus to discourage change. Change is more likely to occur when consumer and homemaking is an integral part of the administrative structure for Vocational Education in the State; when recommended changes are supported by the consumer and homemaking education network; and when the goals, purposes, and intent of the legislation receive positive support in the local school districts (The Vocational Education Study The Final Report, 1981).

METHODOLOGY

A comprehensive study of Vocational Education's Consumer and Homemaking programs was designed and undertaken. The study was designed to collect pertinent information to use in drafting recommendations concerning:

—whether objectives of the individual programs were related to identified needs;

—judgements concerning the success of those programs;

—determine numbers of programs which strengthened, expanded and initiated useful home economic programs;

—rationale for reducing or continuing the need for such funding.

Objectives

The task as defined in the Request for Proposal is to prepare and conduct a systematic, statewide evaluation of Vocational Education's Consumer and Homemaking Programs. Overall objectives include:

1. Historical review, background and purpose of finding.

2. Extent to which Consumer and Homemaking Education Programs are responsive to the requirements and intent of that funding.

3. Role of Consumer and Homemaking Education in overall state strategy and plan for entire thrust of Vocational Education.

4. Results of participation in these programs for the learners (impact of program on learners).

5. Utilization of the findings from the study to form basis for recommendations for improvements and redirection of these programs including funding consideration.

Design of the Study

The Statewide Evaluation of Vocational Education's Consumer and Homemaking programs is an example of a status or descriptive study. The study is designed to collect information concerning current funded programs.

The National Center for Research in Vocation Education, Ohio State University, Columbus, Ohio, was selected to provide technical assistance. The Center was chosen to provide expert advice and to remove parochial bias and aid in objectivity. The Center's long history of familiarity with the funding legislation and experience in conducting research in vocational education were other reasons for selection.

Three major phases involved in the preparation for and implementation of the study were: Research and Preparation Phase; Program Planning Phase; Data Collection Phase—Project Implementation; and Preparation of the Final Report.

The various activities involved in each phase are outlined in the Diagram of the Study.

Information requested and supplied by the State Department of Education include: current education directory, enrollment figures for the schools of Pennsylvania, VEMIS reports, State Plans, Vocational Education Guidelines for the Application of Federal Funds, Accountability Reports, and Vocational Education statistics. Information was made available for the years in the study.

The Request for Proposal (RFP) indicated that the study was to be conducted for the following years—1979-80, 1980-81, and 1981-82. During the Program Planning Phase, it became apparent that a review of

the first year, 1979-80, would be extremely difficult, if not impossible, for collecting impact data concerning students. Most of the students enrolled in that year would have been graduated. There would be difficulties in conducting research and exploring the history of a program. The past is difficult to reconstruct as teachers and other school district personnel are no longer available. School district and classroom teacher records fail to provide the same quality of information as exploration of records and actual personal interviews. With consultation with representatives of the Bureau of Vocational Education, it was decided to change the year in the Study to 1980-81, 1981-82, and 1982-83, thus improving the quality of information and especially availability of students involved in the programs. A copy of the letter requesting the change of years in the Study appears with the Correspondence Section of the Appendix.

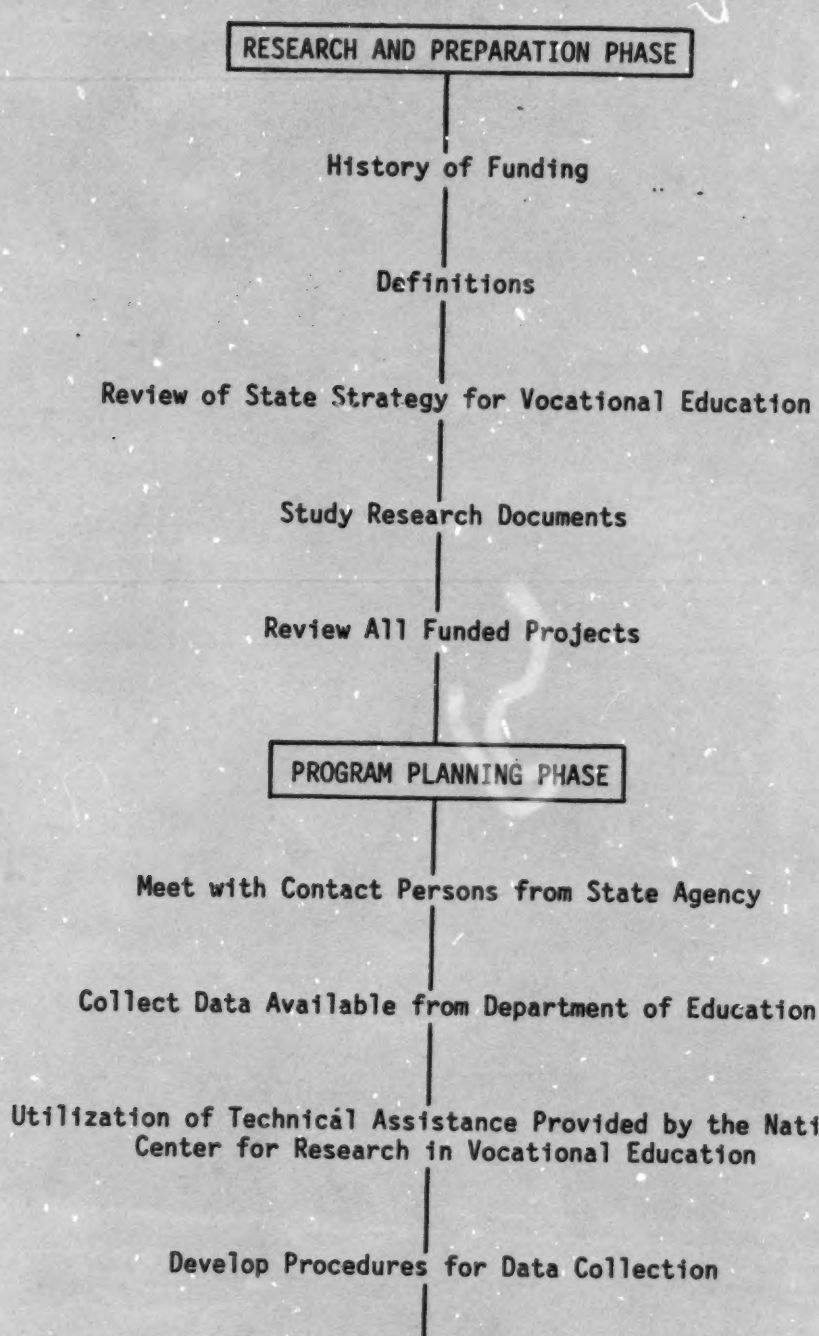
The original Design of the Study presented in the proposal submitted for funding indicated that impact on program participants would include interviews with former students. Former students were to be interviewed using a random selection process. Problems ensued when attempts were made to contact these former students. School districts selected for in-depth data collection procedures, were asked to supply names of students enrolled in the Consumer and Homemaking Programs. The requested information included grade, class ranking, sex, enrollment in other vocational classes, and telephone numbers for the years in the study. Several school failed to supply all or any of the requested information. Some cited regulations regarding student confidentiality. Some cited inadequate records to supply names of students in these program. If the former teacher(s) was no longer

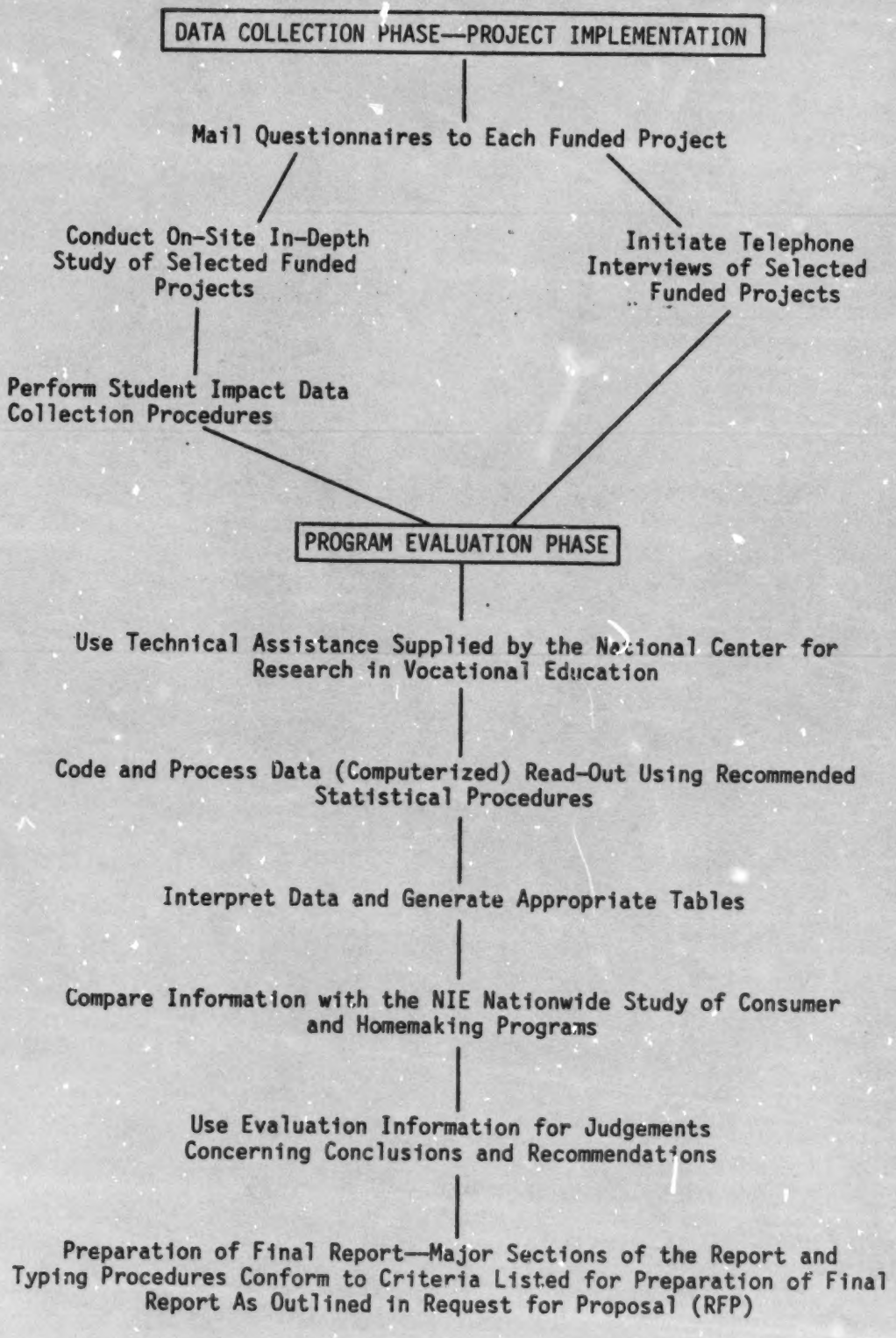
available, the lists of participants was often not available. With the incomplete information, every attempt was made to contact former students. For some, names had changed due to marriage. Telephone numbers provided were from school records of parents' residence. Many were no longer living at home and some parents were reluctant to provide married names and current telephone numbers. Given the preceding obstacles, a random selection was impossible. What data was collected was not representative. Since the data collected failed to represent sound research procedures, the data was not included in this Report.

Originally it was planned to collect impact data by analyzing a questionnaire of current employees of graduates who were former program participants. During the telephone interviews with graduates, information concerning current employers was to be gathered. Students were reluctant to supply the information. Of those employers who were contacted, few represented a positive response and those who did fully cooperate could see little or no relationship of current employment and former participation in Consumer and Homemaking classes. Explanation of the lack of success was discussed with the representatives of the Bureau of Vocational Education.

During the planning phase of this study, a visit to one regional office and a telephone interview of personnel in another of the three regions was added. During the one site visitation, copies of monitoring and accountability procedures were obtained. One on-site visitation was made to a university representing a funded ancillary project.

DIAGRAM OF THE STUDY


RESEARCH AND PREPARATION PHASE
History of Funding
Definitions
Review of State Strategy for Vocational Education
Study Research Documents
Review All Funded Projects
PROGRAM PLANNING PHASE
Meet with Contact Persons from State Agency
Collect Data Available from Department of Education
Utilization of Technical Assistance Provided by the National Center for Research in Vocational Education
Develop Procedures for Data Collection
Select Sites for In-Depth Study


DATA COLLECTION PHASE—PROJECT IMPLEMENTATION
Mail Questionnaires to Each Funded Project
Conduct On-Site In-Depth Study of Selected Funded Projects
Initiate Telephone Interviews of Selected Funded Projects
Perform Student Impact Data Collection Procedures
PROGRAM EVALUATION PHASE
Use Technical Assistance Supplied by the National Center for Research in Vocational Education
Code and Process Data (Computerized) Read-Out Using Recommended Statistical Procedures
Interpret Data and Generate Appropriate Tables
Compare Information with the NIE Nationwide Study of Consumer and Homemaking Programs
Use Evaluation Information for Judgements Concerning Conclusions and Recommendations
Preparation of Final Report—Major Sections of the Report and Typing Procedures Conform to Criteria Listed for Preparation of Final Report As Outlined in Request for Proposal (RFP)

Review of Project Folders Housed in Bureau of Vocational Education Offices

Since there were large numbers of funded projects representing very diverse types of projects, a systematic review of each project in all three years in the Study was undertaken. Fourteen person days was used conducting this review. The project folders for the years 1981-82 and 1982-83 were stored in drawers in the office of the Vocational Home Economics Supervisor. For the earliest year, 1980-81, records were stored in boxes by Intermediate Unit in the inactive file area.

Table 1 shows the number of school district projects, intermediate units, and ancillary projects for the years in the study.

A preliminary review of a small number of project folders was used to generate a form for the review of all projects. Information collected from this review included: year of funding, title of program, name of school district, region, county, sex of participants in the program, population served, level of funding, category (depressed or other), needs, objectives, procedures, review of budget, budgetary revisions, and name and activity of Advisory Council. The total number of school district membership and projects representing the three years in the study totaled 1,040.

A color keyed system was utilized for the years in the project (green for 1980-81, white for 1981-82, and yellow for 1982-83).

The information for this extensive review was used for the purposive selection of the projects for in-depth study. Information from this review appears in tables in the Analysis and Interpretation of Data section of this Report.

The 1981-82 year was selected as a representative year of the three in the Study. It was the middle year, and there were fewer

Table 1

Categories, Number of Projects, and Funding Levels

	School District Projects		Intermediate Unit Projects		Ancillary Projects	Total All Categories
	Depressed	Other	Depressed	Other		
Yrs. In Study						
1980-81	176	162	2	4	7	351
Funding Levels:						
Allocated:	1,110,106.00	1,353,803.00	19,171.00	51,927.00	146,921.00	2,681,928.00
Expended:	1,014,477.42	1,256,260.48	37,674.36	48,315.39	130,903.83	2,487,631.48
1981-82	190	163	4	2	2	361
Funding Levels:						
Allocated:	958,675.00	1,254,735.00	69,082.00	23,248.00	76,152.00	2,381,892.00
Expended:	840,056.77	1,155,536.93	67,771.50	23,248.00	61,176.88	1,307,733.31
1982-83	187	162	3	3	3	358
Funding Levels:						
Allocated:	593,656.00	753,435.00	51,661.00	16,412.00	50,000.00	871,508.00
Expended:	550,303.62	728,367.16	51,528.05	15,848.68	36,899.54	1,331,419.00

(Source of Data: Computer printout of years in the project provided by the State Department of Education)

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school districts with multiple funded projects. For brevity sake, information from this year was tabluated and interpreted and will appear throughout this Report.

Design of Questionnaire

Two questionnaires were developed to collect information from each of the funded projects. One was prepared for use by individual school districts (color keyed—blue) and one for intermediate units (color keyed—white).

A letter typed on Department of Education stationery and signed by representatives of the Bureau of Vocational Education accompanied the questionnaire for each school district project. This letter indicated that the questionnaire was to be completed by the home economics faculty. The classroom teachers were asked to complete the questionnaire since they are involved in the day-to-day delivery of the program.

Accompanying the covering letter and questionnaire was a completed example of the questionnaire (color keyed—green). This example was to guide the faculty members as they completed the questionnaire and reduce the need for clarification.

A review of the projects revealed that some school districts had more than one funded project for any of the single years in the study. These districts received a completed questionnaire indicating examples of how to include information from multiple projects (color keyed—yellow).

Since some districts received one type of completed questionnaire and some another, a master list was derived from computer print-outs.

Each district received a self-addressed, stamped envelope for their use.

The intermediate unit projects received a covering letter on State Department of Education stationery, copy of the questionnaire and self-addressed, stamped envelope.

Copies of covering letter, questionnaires, and completed examples are available for review in the appendix Section of the Report.

All districts received a questionnaire. Those that failed to respond received a second mailing. Those that failed to respond to the second mailing were contacted by telephone.

Description of Sampling Process

The programs for 1980-81, 1981-82, 1982-83 were classified according to the 9-celled grid shown in Table 2. The parameters in this grid are composed of two variables, region (eastern, central, and western) and size of district (large, medium, and small districts).

A total of 407 school districts with funded programs were classified, and one site in each cell was purposively selected for in-depth, on-site interviews. Another site in each cell was purposively selected for telephone interviews. Purposive selection was appropriate in this study because a diversity was required in program types. For example, it was necessary to have updated programs, diversity in academic emphasis such as nutrition, human development, and consumer education, and new focus reflecting current social needs such as teen-age parenting programs. Another reason for the purposive selection was that current programs had to be selected in order to conduct interviews with students.

Table 2

Matrix for Selection of School Districts for On-Site Visitation and Telephone Interview

SIZE \ REGION	Eastern	Central	Western
Large	16 School Districts	7 School Districts	7 School Districts
Medium	62 School Districts	59 Schcol Districts	96 School Districts
Small	37 School Districts	57 School Districts	66 School Districts

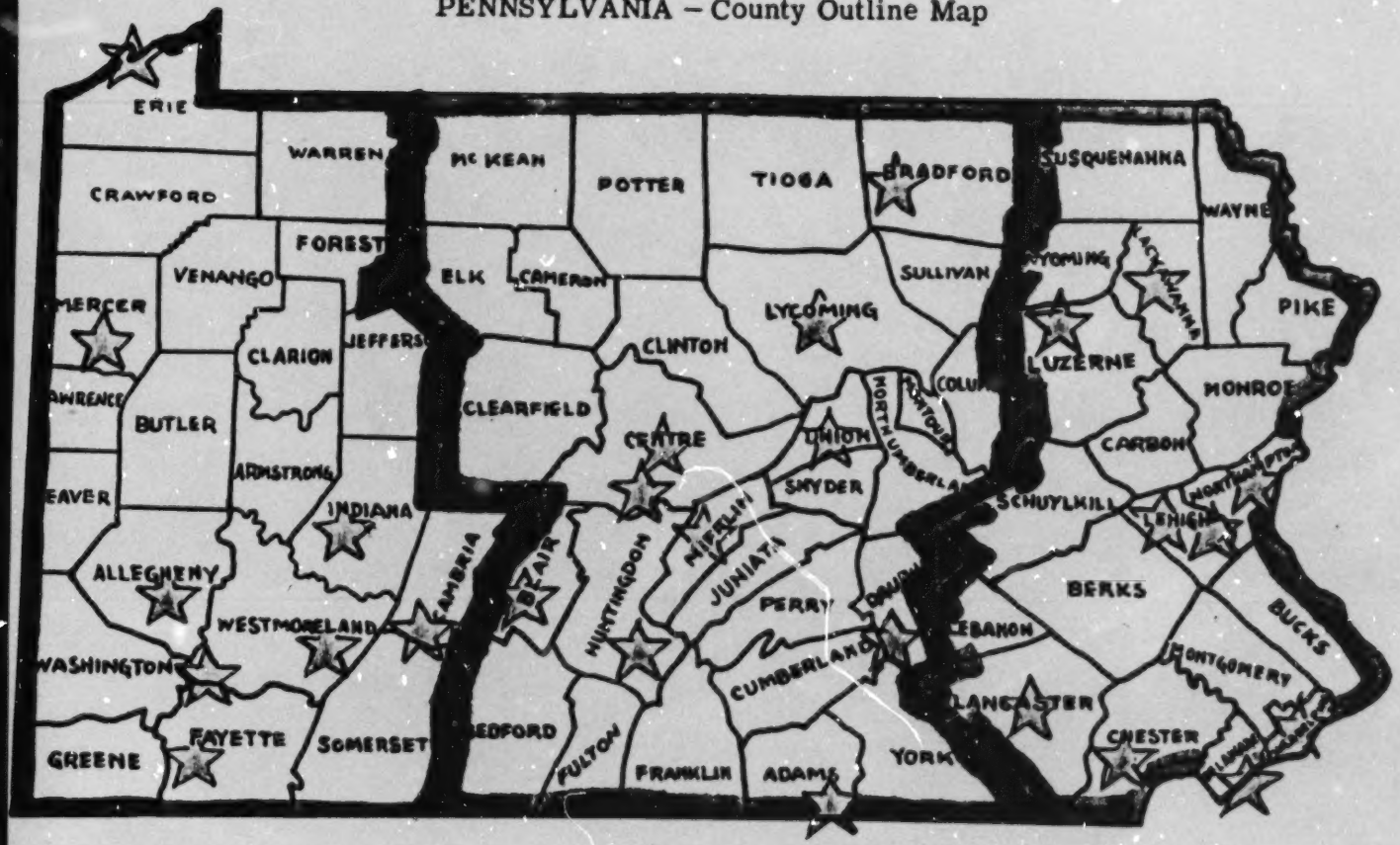
(Source: Review of All Funded Projects for Years in Study)

The numbers of projects in each grid represent a compilation of the three years. Any school district with a funded project in any of the three years, appears in the matrix according to the parameters of region and size.

A complete listing of the names of the school districts that fall into each of the nine sections of the grid appears in the Appendix.

Information for establishing regions was obtained from the Bureau of Vocational Education. Map 1, which appears on the following page, indicates the three regions; eastern, central, and western.

PENNSYLVANIA – County Outline Map



WESTERN REGION CENTRAL REGION EASTERN REGION

SITES FOR DATA COLLECTION

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Information concerning placement of the various districts into the appropriate region was found during the review of the projects.

Enrollment figures for school districts indicated a variation from in excess of 219,000 to a total school population of 327. In an attempt to provide a classification that would place districts of similar administrative structures into juxtaposition, the following size categories were utilized:

Large—excess of 219,000 to 7,500 (includes large city systems, county consortiums, and large surburban systems)

Medium—7,499 - 2,000 (medium-sized districts and jointures)

Small—1,999 - 327 (small districts, some house entire educational programs in various wings of a single structure)

At least one school district was selected for an on-site visitation and telephone interview from each grid. A tenth program was used as a field test for both of the data collection procedures. A total of ten on-site visitations and eleven telephone interviews were scheduled.

Refer to Map 1, page 39 for indication of geographic location of sites. Whenever possible, each district represented a different county and Intermediate Unit. However, precedent of programmatic characteristics was a more important variable than geographic location.

Confidentiality was promised for on-site visitations and telephone interviews. Respecting that confidentiality, the participating school districts will not be identified. A letter designation will be used to identify each district.

Table 3

Characteristics of School Districts for On-Site Visitation and Telephone Interviews

LETTER DESIG-NATION	TYPE OF DATA COLLECTION PROCEDURE	REGION	SIZE	YEARS IN PROGRAM	FUNDING CATEGORY
A	On-Site	Eastern	Large	1980-81, 1981-82 1982-83	Depressed— 1980-81, 1981-82, Other— 1982-83
B	On-Site	Eastern	Medium	1980-81, 1981-82 1982-83	Other
C	On-Site	Eastern	Small	1981-82, 1982-83	Depressed
D	Telephone	Eastern	Large	1980-81, 1981-82 1982-83	Other
E	Telephone	Eastern	Medium	1980-81, 1981-82 1982-83	Depressed
F	Telephone	Eastern	Small	1981-82, 1982-83	Other
G	On-Site	Central	Large	1981-82, 1982-83 1982-83	Depressed
H	On-Site	Central	Medium	1980-81, 1981-82 1982-83	Other
I	On-Site	Central	Medium	1980-81, 1981-82 1982-83	Depressed
J	On-Site	Central	Small	1980-81, 1981-82 1982-83	Depressed
K	Telephone	Central	Large	1980-81, 1981-82 1982-83	Depressed
L	Telephone	Central	Medium	1980-81, 1981-82 1982-83	Depressed
M	Telephone	Central	Small	1981-82, 1982-83	Other

Table 3 (cont'd)

LETTER DESIG-NATION	TYPE OF DATA COLLECTION PROCEDURE	REGION	SIZE	YEARS IN PROGRAM	FUNDING CATEGORY
N	On-Site	Western	Large	1980-81, 1981-82 1982-83	Other
O	On-Site	Western	Medium	1980-81, 1981-82 1982-83	Depressed
P	On-Site	Western	Small	1980-81, 1981-82 1982-83	Depressed
Q	Telephone	Western	Large	1980-81, 1981-82 1982-83	Other
R	Telephone	Western	Medium	1982-83	Depressed
S	Telephone	Western	Medium	1980-81, 1981-82 1982-83	Other
T	Telephone	Western	Small	1980-81, 1981-82 1982-83	Depressed
U	Telephone	Western	Small	1980-81, 1981-82 1982-83	Depressed

(Source of Data: Review of All Funded Projects)

Table 3 shows characteristics of the school districts selected for on-site visitations and telephone interviews. Three participated for two years (1981-82 and 1982-83) and one for the last year only (1982-83). All others were involved for each of the three years.

Regarding funding categories, one school district was categorized as "depressed" for 1980-81, 1981-82 and as "other" for 1982-83. Eight were classified as "other" while the remaining 12 were classified as "depressed".

Prior to the beginning of the selection process, it was decided in conversation with the Bureau of Vocational Education representatives

that contacted districts who chose not to cooperate would be replace with those who would be interested in being part of the study. No one refused when asked to participate in the on-site visitations. However, during the planning phase, the desired amount of time researcher wished to spend in one district was restricted. One district indicated that they had a policy that no one could be interviewed over the telephone and another district was selected representing similar programmatic characteristics. One district scheduled late in May for a telephone interview, at the last minute decided not to participate. The reason given was school closing, even though that date was preferred by the superintendent at an earlier time.

Originally a letter was sent initiating the process for on-site visitation and telephone interviews. One of the very first contacts inadvertently involved a date for an inconvenient day. After that initial experience, a telephone contact was held with the superintendent explaining the procedure, reasons for the study and especially selecting an appropriate date. This was followed by a letter with complete information.

During the actual process, all persons involved were pleasant and professional. The schedules were completed and requested materials supplied.

Discussion of Data Collection Procedures

The in-depth data collection procedures consisted of ten on-site visitations and eleven telephone interviews. The people interviewed included one school administrator, one guidance counselor, and two home economics teachers.

Two of the on-site visitations and also two of the telephone interviews represented one-teacher departments. One school district separated their students into 9-10 and 11-12 grade buildings, so only one teacher was interviewed at that site. The total number of home economics teachers interviewed totaled 39.

At one site, selected to represent an adult outreach program, the guidance staff was not intimately involved, so no counselor was interviewed. Instead, an administrator in charge of the program was substituted. The total number of counselors interviewed was 20.

In the large city systems, information was collected about the entire program but one of the high schools was selected as a case study. Since there are more administrators with varying responsibilities in the larger systems, multiple persons were interviewed at those sites. The total number of interviewed administrators was 27.

Students were interviewed only during on-site visitations. Five students were randomly selected from the list of all student participants for a total of 50 students.

All on-site visitation schools were asked to supply information concerning students in the program. Only 7 of the 10 supplied complete data. Two telephone interview sites were also asked to supply the same information and both complied. The information included name, sex, class standing for seniors only, and enrollment in other vocational education classes for the years in the study. This information was tabulated and interpreted to provide information concerning the students enrolled in the funded programs.

One day was planned for each on-site visitation and two days for the large city sites. One of the large city sites limited visitation to one day only. At each site, researcher asked to see a copy of the curriculum, and course booklet, if available. If a survey of graduates was completed, copies were requested. If the district had, during the years of the Study, participated in either an Intermediate or Middle States Evaluation process, a copy of the information regarding home economics was also requested.

ANALYSIS AND INTERPRETATION OF DATA

The information included in the following tables represents data from a wide variety of sources. These sources include: in-depth data collection procedures, questionnaire, computer print-outs for all years in the Study, and the review of all funded projects. To avoid confusion, the source of the data is listed under each table.

A section entitled "comments and quotations" appears throughout this Report. It is designed to supply the reader with some of the actual flavor and information that cannot be supplied in tables alone.

Descriptive Information Concerning Funded Projects

Size and Region of Program Sites

Of 407 questionnaires mailed, 358 (88.0%) were returned. Table 4 shows a breakdown of the returned questionnaires by region in Pennsylvania, (east, central, or west) and size (small, medium, large).

Table 4

Size and Region of Responding Program Sites

	LARGE	MEDIUM	SMALL	TOTAL
EAST	12 (3.4%)	60 (16.8%)	33 (9.2%)	105 (29.3%)
CENTRAL	7 (2.0%)	50 (14.0%)	48 (13.4%)	106 (29.3%)
WEST	9 (2.5%)	84 (23.5%)	54 (15.1%)	148 (41.3%)
TOTAL	28 (7.8%)	194 (54.2%)	135 (37.7%)	358 (100.0%)

(Source of Data: Questionnaire)

Respondents to Questionnaire

Three hundred fifty-eight individuals returned the questionnaire and indicated their job title. Several (3.7%) did not indicate their sex, however. Most (81.6%) of the respondents to the questionnaire were females. Over half (56.4%) of all the respondents were home economics teachers. Table 5 shows the numbers and percentages of respondents by their job title and sex.

Table 5

Questionnaire Respondents by Job Title and Sex

Numbers and Percentages

JOB TITLE	MALE	FEMALE	TOTALS[1]
Superintendent	2 (.6%)	—	2 (.6%)
Asst. Superintendent	11 (3.1%)	—	14 (3.9%)
Fed. Programs Coordinator	19 (5.3%)	1 (.3%)	20 (5.6%)
Department Chairman	—	68 (19.0%)	69 (19.3%)
Home Economics Teacher	2 (.6%)	202 (56.4%)	207 (57.8%)
Other	17 (4.7%)	19 (5.3%)	38 (10.6%)
TOTALS	53 (14.8%)	292 (81.6%)	358 (100%)

[1]Total percentages include individuals who did not indicate sex.

(Source of Data: Questionnaire)

It is interesting to note that a total of 32 superintendents, assistant superintendents, and federal programs coordinators representing nine percent, coupled with 17 persons (4.7%) listed as "other", actually completed the questionnaire. The directions

accompanying the questionnaire specifically indicated that home economics teachers were to complete the questionnaire.

The years the respondents had been employed by their district ranged from less than one to forty-two.

The majority (65.4%) of the 358 respondents indicated that their school had a funded program for all three years, 1980-81, 1981-82, 1982-83. Another 11.7% had one during 1981-82 and 1982-83, but none in 1980-81. Table 6 shows a breakdown of the years in which programs were funded and implemented or proposals were written but never implemented.

Years in the Program

The following, Table 6, indicates the number of years school districts participated in the projects. The majority, 234 school districts representing 65.4%, participated for all three years in the Study.

Table 7 indicates the number of projects that represented "new" or "strengthen and expand" programs. For example, there were 129 "new" programs when comparing the 1979-80 list of funded projects with the 1980-81 list of funded projects. Of course, after that first year, if a school district reapplied for these funds and the proposal was approved, in subsequent years these projects were then categorized as "strengthen and expand." It was difficult to completely determine how many projects were truly "new". Whether or not these 129 represent school districts that had never before participated is unclear. These school districts might have a prior history of funding not connected with the years in the Study.

Table 6

Years Proposals Were Funded

	STATUS	NUMBER OF SCHOOLS	PERCENT OF SCHOOLS
Funded	1980-81 1981-82 1982-83	234	65.4
Funded	1980-81 1981-82	14	4.0
Funded	1980-81 1982-83	10	2.8
Funded	1981-82 1982-83	42	11.7
Funded	1982-83	17	4.7
Funded	1981-82	4	1.1
Funded	1980-81	9	2.5
Funded but never implemented	1981-82 1982-83	1	.3
Funded but never implemented	1981-82	1	.3
Not funded		1	.3

(Source of Data: Questionnaire)

Table 7

Projects That are Classified as New, Strengthen, and Expand Among Project Years

YEARS IN THE STUDY	NEW PROJECTS	STRENGTHEN AND EXPAND	DROPPED PARTICI-PATION	CHANGED FUNDING CATEGORIES	MORE* THAN ONE PROJECT
1979-80 to 1980-81	129	240	31	50	15 dist-ricts had 2 projects
(338)	(60.8%)	(26.0%)	(30.0%)	(56.2%)	(88.2%)
1980-81 to 1981-82	57	338	42	13	1
(353)	(26.9%)	(36.3%)	(40.8%)	(14.6%)	(5.9%)
1981-82 to 1982-83	26	353	30	26	1
(349)	(12.3%)	(38.0%)	(29.1%)	(29.2%)	(5.9%)
TOTALS	212	931	103	89	17
(1,040)	(100%)	(100%)	(100%)	(100%)	(100%)

*One district is an anomaly among all the others with numerous funded projects in each of the years in the study.

1980-81--the district had 2 projects
1981-82--the district had 3 projects
1982-83--the district had 2 projects

(Source of Data: Computer Print-Outs of Years in the Study)

From the 1979-80 to the 1980-81 school year there was substantial change in funding categories, depressed and other (50 districts).

In 1980-81 and 1981-82 years, the number of funded projects in the strengthen and expand category is fairly stable.

The actual number of projects for each year (1980-81 was 351, 1981-82 was 361, and 1982-83 was 358) has not changed substantially during the years in the Study.

Information Concerning Programs from On-site Visitations

One always wishes to know if the funds were spent as planned and if the actual implemented program reflected the objectives and procedures in the proposal. Tables 8 through 11 provide information about usage of funds, correlation of programs as planned and actually implemented and the impact of those funds on condition of physical plant and the audio/visual equipment and instructional materials.

Table 8

Usage of Funds

USAGE OF FUNDS	SELECTED SCHOOL DISTRICTS
Funds used for purposes not authorized in the Budget section of the project proposal	0
Spending of funds conforms to Budget as outlined in the proposal	21 (100.0%)
TOTALS	21 (100.0%)

(Source of Data: In-depth Data Collection Procedure)

No misusage of funds was observed during on-site visitations or indicated during discussion with people in telephone interviews.

The funds as spent conformed to the Budget outline in the proposal. This does not necessarily equate with the best usage of those funds to support Consumer and Homemaking Programs.

Table 9 indicates correlation between the planned program presented in the project proposal and the actual implemented program as reviewed during on-site visitations of 10 selected school districts.

Table 9

Comparison of Procedures Outlined in Project Proposal with Implemented Project

	LITTLE OR NO CORRELATION	MODERATE CORRE-LATION	HIGH CORRE-LATION	TOTALS
Comparison of Project Objectives and Procedures as Outlined in the Proposal with Actual Implemented Program	1 (5.0%)	10 (47.6%)	10 (47.6%)	21 (100%)

(Source of Data: In-Depth Data Collection Procedure)

As expected, the two largest categories represented high and moderate correlation for a total of 20 projects (95.2%). Table 54, page 118, reveals the numbers of teachers that receive or fail to receive a copy of the proposal and the time of year they received a copy. Certainly one could assume that if teachers were aware of the objectives and procedures outlined in the proposal, the chances of implementing the outlined program would be substantially improved.

This comparison should not necessarily be equated with overall success of the program, but rather the relationship between outlined program as planned in the proposal and the actual program as implemented by classroom teacher(s).

—Comments and Quotations—

Teachers failed to implement some of the ideas outlined in the proposal. (A total of 4 examples from 10 observed programs.)

One school visited set up tents on the school yard and teenagers in the child development class stayed overnight with nursery school children. They cooked over a campfire, played games, and sang songs. A good time was had by all. Town folks dropped by and roasted marshmallows. The Superintendent and many faculty members, as well as parents, stayed the night.

An excellent usage of a VCR unit and playback video equipment was witnessed in a nursery school.

Copied from Course Booklet from one school—"The Home Economics Curriculum is a comprehensive vocational course which provides opportunities for a student to become aware of: herself, her social acceptability values and goals; her role as a family member now and in the future; information available for wise decision making in the consumer world . . . . Vocational Home Economics provides a background for beauty culture, practical nursing, and home related jobs, as well as for a satisfying family life." (When asked who wrote the course description, the interviewer was told it was the Guidance Counselor.) (Not surprising there are no males enrolled in this program, even though the project proposals indicates this is one of the objectives.)

Girls assigned home economics, and boys industrial arts in junior high school according to both home economics teacher and guidance counselor because the computer is programed to schedule according to sex of student.

Two very popular ninth grade courses financed by monies from the grant. One hundred twenty-seven students signed up for courses and only 25 could schedule (a total of 50 students). The school used a draw from the hat method of selecting the 50 students.

(NOTE: For the reader's convenience, a series of stars will appear following the climax of each Comments and Quotations Section in order to separate this section from the rest of the text).

* * * * * * * * * * *

Table 10 indicates the impact of continued federal funding on the Consumer and Homemaking projects in local school districts. Two districts needed to update basic equipment, while 3 needed renovations of the physical plant since it fails to accommodate current usage. Nine of the ten departments were attractive and contributed to a pleasant learning environment.

Table 10

Condition of Physical Plant

DESCRIPTION OF CONDITION OF PHYSICAL PLANT	SELECTED SCHOOL DISTRICTS
Modern Facilities	8 (80%)
Up-to-Date Basic Equipment	5 (50%)
Basic Equipment Needs to be Updated	2 (20%)
Physical Plant is Poorly Designed for Current Usage	3 (30%)
Physical Plant Needs Renovation	2 (20%)
Physical Plant is Attractive and Contributes to a Pleasant Learning Environment	9 (90%)
TOTALS PROGRAMS	10 (100%)

(Source of Data: 10 On-Site Visitations)

One of the schools participated in a recent Middle States Evaluation and were cited for poor conditions of the physical plant. The suspended ceiling was falling down, the draperies were hanging in shreds, and the furniture was in poor condition. Two years later, during the on-site visitations, the conditions were much the same. The recommendations concerning maintenance and the need for dark blinds to show visuals went unheeded.

Table 11 indicates the impact of continued funding on the programs in local school districts on the amount and kinds of instructional materials.

Table 11

Instructional Materials and Audio Visual Equipment

DESCRIPTION OF INSTRUCTIONAL EQUIPMENT	NUMBER OF PROGRAMS
Wide variety of up-to-date instructional materials	9 (90%)
Inadequate variety of instructional materials	2 (20%)
Adequate machinery for usage of audio-visuals	10 (100%)
From observation and discussion, some instructional materials appear to have been little used	4 (40%)
Materials appear to have been selected without much planning	5 (50%)
TOTALS	10 (100%)

(Source of Data: 10 On-Site Visitations)

All the visited programs (100%) have adequate machinery for usage of audio-visuals. However, 40% of the programs, from observation and discussion with teachers, indicated that some instructional materials

are not fully used. Materials appear to have been selected without much planning in 50% of the programs. Turn to Table 53, page 117, indicating who makes the decisions concerning spending of funds and actual selection of materials. Again, more teacher involvement in actual selection of materials should improve actual usage of these materials in the educational setting.

—Comments and Quotations—

"You can use only so many nutrition and consumer education audio-visuals."

"Guidelines should be more flexible. We need other things than audio-visuals."

From an IU evaluation: "Textbooks are more than 10 years old and are thus outdated and should be replaced." The teacher indicated that textbooks were ordered, but the business manager of the school district cut teachers' request without consultation with teacher.

Teachers indicated need for in-service, software for computers, and need for direction and information when selecting materials. Teachers indicate they order from descriptions in educational catalogs. Some material is excellent, some is less so.

* * * * * * * * * * *

Program Success

In order to process the information regarding program success into useful categories, judgments were made based upon information provided by persons completing the questionnaire. Limited success included such statements as: "We need to expand the curriculum beyond cooking and sewing; only practical living skills are emphasized in our program; and

substantial curriculum update is needed." Moderate success was interpreted from such items as: "replaced outdated appliances; students have increased awareness in subject matter areas; students receive hands-on experience; and males now enrolled in previously all female class." Outstanding contributions included such comments as: "program keeps dropouts in school; increase in enrollment; added new courses and expanded number of sections; students participate in outreach programs in the community; program attracts students will all academic abilities; and enthusiastic students who recommended courses to others."

Table 12 represents success in the program related to regions and Table 13 represents success of the program according to size of district.

Table 12

Success of Program Related to Region

	EASTERN REGION	CENTRAL REGION	WESTERN REGION	TOTALS
No information provided	3 (.8%)	2 (.6%)	3 (.8%)	8 (2.2%)
Couldn't describe	3 (.8%)	2 (.6%)	5 (1.4%)	10 (2.8%)
Limited	8 (2.2%)	16 (4.5%)	13 (3.6%)	37 (10.3%)
Moderate	58 (16.2%)	56 (15.6%)	75 (20.9%)	189 (52.8%)
Outstanding	33 (9.2%)	29 (8.1%)	51 (14.2%)	113 (31.6%)
TOTALS	105 (29.3%)	105 (29.3%)	148 (41.3%)	358 (100%)

(Source of Data: Questionnaire)

There may be a trend toward success of the program according to region. The Western Region appears to have more success (35.1%) in both moderate and outstanding categories.

Table 13

Success of the Program Related to Size

SUCCESS OF THE PROGRAM	SIZE LARGE	MEDIUM	SMALL	TOTALS
No Answer	0 (0.0%)	5 (1.4%)	3 (0.3%)	8 (2.2%)
Couldn't Describe	1 (0.3%)	7 (2.0%)	2 (0.6%)	10 (2.8%)
Limited Success	1 (0.3%)	17 (4.7%)	20 (5.6%)	37 (10.3%)
Moderate Success	13 (3.6%)	103 (28.8%)	73 (20.4%)	189 (52.8%)
Outstanding Success	14 (3.9%)	62 (17.3%)	37 (10.3%)	113 (31.6%)
TOTALS	29 (8.1%)	194 (54.2%)	135 (37.7%)	358 (100.0%)

(Source of Data: Questionnaire)

There does seem to be a trend toward size of district in relationship to success of the program. The medium sized and smaller districts appear to have more successful programs. The number of medium sized districts which were categorized as having moderate success was 103 (54.5%) and small districts with moderate success numbered 73 (38.6%). Moderate sized districts with outstanding success

numbered 62 (54.7%) and smaller districts numbered 37 (32.8%). The trend appears to indicate that moderate sized districts had more successful programs according to interpretation of the questionnaire.

The information is presented in two tables using the variables of size and region. Elsewhere in the report, unless a significant trend is apparent, tables will appear classifying the school districts according to region. This has been done for brevity; and, of the two variables, region is the most important since services are provided to districts on the basis of region and not size.

—Comments and Quotations—

A review of the proposals indicated the following items related to success of the programs:

Home economics teachers prepared self-learning packages for pregnant teens.

A multidisciplinary team of teachers (math, home economics, industrial arts, and English) created 9th grade pilot program for interdisciplinary approach to consumer skills and home management, mathematics, communication and career planning for lower ability students.

Home economics department maintains babysitting file with names of students who have completed child development and nursery school courses for use by the community.

Home economics awareness room with bilingual teacher who works with parents and students in outreach program including home visitations.

One program indicated that students had 30 hours of paid work experience with the elderly financed by the business community.

Indicated need for new direction but still have courses in food preparation and clothing construction.

Encourage male participation. For three years, this was a major objective. Still there are no males enrolled in the program.

* * * * * * * * * * *

Table 14 includes information concerning the success of the program from the in-depth data collection procedures (10 on-site visitations and 11 telephone interviews.)

According to school districts' administrators and home economics classroom teachers, (Table 14, Outstanding Success of the Program), 16 out of 66 listed "Teaches skills related to quality of life issues;" 16 defined success as "jobs related to home economics;" and 16 listed the nursery school experience as one of the successes of the program. The largest number of respondents, 28, equated "program designed to prepare students for independent living" with the success of the program.

Table 14

Outstanding Successes of the Program

SUCCESS OF THE PROGRAM	RESPONDENTS		
	SCHOOL ADMINIS-TRATORS	HOME ECONOMICS CLASSROOM TEACHER	TOTALS
Could Describe Little or None	3	0	3
Increased Enrollment Including Increased Male Participation	4	6	10
Expanded Course Offerings and/or Added New Courses	1	3	4
Teaches Skills Related to Quality of Life	3	13	16
Programs Designed to Prepare Students for Independent/Family Living	10	18	28

Table 14 (cont'd)

SUCCESS OF THE PROGRAM	RESPONDENTS SCHOOL ADMINIS-TRATORS	HOME ECONOMICS CLASSROOM TEACHER	TOTALS
Select Related Training	4	5	9
Jobs Related to Home Economics	6	10	16
Nursery School Experience	8	8	16
Outreach/Community Involvement	2	5	7
Other	11	11	22
Total Number of Responses	52	79	131
Total Number of Respondents	27	39	66

NOTE: No percentages are given because some respondents provided more than one answer.

(Source of Data: In-Depth Data Collection Procedures)

—Comments and Quotations—

Older students provided nutrition lessons for elementary students (4 responses).

"My son and daughters all scheduled home economics while they were secondary students." (High School Principal)

"Our school recognizes that home economics is our best academic department." (Two School Administrators)

"Our students win prizes in FHA and 4H contests." (Teacher)

The usage of advanced technology, especially the computer, contributed to the success of the program (6 responses).

Dedicated and enthusiastic faculty members contribute to success of the program (4 administrative responses).

These programs keep potential dropouts in school (11 responses).

Former student now has PhD in Child Development and two former students are currently home economics teachers.

Food classes had an assigned home project which yielded the following response from a parent--"Mary's brother left her a tip and asked her to cook every Sunday."

Students reopened historic house. Students designed and constructed period costumes and served food typical of the era to the public during open house.

* * * * * * * * * * *

Improvement of the Program

During the in-depth data collection procedure, including 10 on-site visitations and 11 telephone interviews, school administrators and classroom teachers were asked the question, "How could the program have been improved?"

All things being equal, the most reliable and trustworthy information would be collected from procedures where there was direct face-to-face contact. Table 15 displays information collected from actual personal interviews with school administrators and classroom teachers.

The respondents (school administrators and teachers) listed the following suggestions for improvement of the program: 19 responses indicated the need to resolve scheduling problems; 17 responses indicated that increasing the enrollment would improve the program; 15 responses wished to expand course offerings or add new courses; and 14 responses indicated that attendance at in-service would improve the program.

Table 15

Suggestions for Program Improvement

SUGGESTIONS FOR IMPROVEMENT	SCHOOL DISTRICT ADMINIS-TRATORS	HOME ECONOMICS CLASSROOM TEACHERS	TOTALS
Program Needs Little or No Improvement	1	0	1
In-Service Training	6	8	14
Renovation of Physical Plant	2	8	10
Update of Curriculum	6	10	16
Replace Outdated Equipment	4	3	7
Expansion of Course Offerings and/or Add New Courses	6	9	15
Resolve Scheduling Problems	3	16	19
Increase Enrollment and Male Participation	6	1	17
Other	9	3	12
Total Number of Responses	43	68	111
Total Number of Respondents	27	39	66

NOTE: No percentages are given since more than one response was often given.

(Source of Data: In-Depth Data Collection Procedures)

It is interesting to note the difference in responses between the school administrators and classroom teachers. School administrators selected in-service training, update of the curriculum, and increase in enrollment and male participation (all numbered 6 responses). The classroom teachers, in descending order, selected: resolve scheduling problems (16 responses), increase enrollment and male participation (11 responses), and update curriculum (10 responses).

The reader will wish to refer to the following Tables, 17 and 18, for a review of information from the questionnaire regarding the relationship of in-service training in success of the program and need for program improvement.

—Comments and Quotations—

Need more monies to finance two full time teachers (2 responses).

In the future, require all ninth graders to take home economics. (School Administrator)

Institute an adult program.

Our program needs to provide for sequential skills. A scope and sequence is needed (3 responses).

Increase funds allocated to the program (5 responses).

Planning time needed.

"Decide on funding prior to beginning of school year so district and order materials early instead of the Spring."

Update teaching skills through staff development programs (2 responses).

Lack of communication and coordination between middle school/junior high and senior high programs (4 responses).

Weak monitoring and accountability systems.

"Decided to buy computer instead of funding of teacher-aide position which we have had for years. Administrative decision. No input from teachers or Advisory Council."

Need leadership and direction for developing programs (3 responses).

"Girl in academic program scheduled home economics course. When her final schedule arrived during the summer, the guidance counselor

had switched her to a chemistry class. Following a series of unsuccessful phone calls, her mother visited the school. The girl is now in the home economics class of her choice."

Increase class time to double instead of single periods (4 responses).

Design and implement team teaching.

Suggest attendance at PDE workshops. Told we were not invited.

Need to attract students from all academic ability groups (5 responses).

* * * * * * * * * * *

In-Service Training

The questionnaire deliberately did not include a question concerning attendance at in-service workshops. The information was collected from the item "Describe the major activities you completed to meet the objectives of the program."

It was felt that a stronger relationship would be established of the actual impact of in-service training if the respondents to the questionnaire volunteered the information rather than being prompted.

The information in Table 16 displays the information concerning participation of in-service training according to the size of the district. It is worth remembering that the source of this information is 358 completed questionnaires representing 88.0 percent of the total funded projects for school districts in all or any of the three years in the Study.

Table 16

Participation in In-Service Training

According to Size of District

IN-SERVICE TRAINING	SIZE LARGE	MEDIUM	SMALL	TOTALS
No Information	0 (0.0%)	3 (0.8%)	3 (0.8%)	6 (1.7%)
Yes	12 (3.4%)	61 (17.0%)	33 (9.2%)	106 (29.6%)
No	16 (4.5%)	130 (36.3%)	99 (27.7%)	246 (68.7%)
Totals	28 (7.8%)	194 (54.2%)	135 (37.7%)	358 (100.0%)

(Source of Data: Questionnaire)

A trend seems to exist according to size. Sixty-one school districts (57.5%) of medium size participated in in-service programs compared to 12 districts (11.3%) in the large category and 33 (31.1%) in the small category.

The teachers' participation in in-service activities appeared to influence the success of the projects. The success of each project was determined from the responses to the question, "Describe the outstanding successes of the project." Table 17 shows a strong correlation, significant at the 0.001 level, between teacher in-service and project success.

Table 17

Relationship of Teacher In-Service to Project Success

TEACHER PARTICIPATION IN IN-SERVICE	OUTSTANDING SUCCESS OF PROJECT				
	SIGNIFICANT	MODERATE	LIMITED	NONE LISTED	TOTALS
Yes	55 (15.4%)	49 (13.7%)	2 (.6%)	—	106 (29.6%)
No	58 (16.2%)	140 (39.1%)	35 (9.8%)	19 (5.4%)	252 (70.4%)
Total	113 (31.6%)	189 (52.8%)	37 (10.3%)	19 (5.4%)	358 (100%)

(Source of Data: Questionnaire)

The trend was evident that projects with teacher participation in in-service had more outstanding successes than those without in-service training.

Over half of the projects (55; 51.9%) where teachers participated in in-service had "significant" successes in contrast to less than a fourth (58; 23.6%) of those projects where teachers did not participate in in-service. Conversely, none of the projects with teacher in-service failed to be able to describe any outstanding successes as compared to 19 (3.7%) of the projects with no teacher in-service.

The following is offered as an example of the impact of in-service training. In-service training provided for classroom teachers can have a direct bearing upon the kind of programmatic efforts initiated in the local school districts. Recent in-service training financed with ancillary monies highlighted The West Virginia Adult Roles and Functions Curriculum.

A review of all funded proposals yielded the following:

Eastern Region—16 Adult Role and Function Courses

Central Region—15 Adult Role and Function Courses

Western Region—31 Adult Role and Function Courses

Statewide Total—62

Proposals used the same technology and indicated that these were new courses (Source of Data: Review of all Funded Projects, 1981-82 School Year).

Table 18 refers to the relationship of ways the project could have been improved and in-service training. One of the questions on the questionnaire was "List way the program could have been improved." In organizing the information into categories, samples of comments are provided so the reader can understand how to interpret each. Actual sample of information which was included in the category "Needed significant improvement" included: teacher doesn't know objectives of the program; faculty needs information for development of courses and updating of curriculum; facilities require updating and substantial modification; and financial commitment inadequate to expand and adequately update program. Sample comments categorized as "needing moderate improvements" were: add new courses; coordination among schools and between junior high/middle school and high school; need substantial program planning; and need scope and sequence for skill building in sequential courses. The category "needed little or no improvement" includes such comments as: more variety of resource persons; working toward a goal of local requirement for graduation in family living skills course; pleased with current program and little

improvement possible since we already have an innovative, excellent program.

Teacher participation in in-service also correlated significantly (0.01 level) with the responses to the question, "list the ways the project could have been improved". Table 18 indicates the relationship of teacher in-service to the need for improvement of the project.

Table 18

Relationship of Teacher In-Service to Need for Project Improvement

TEACHER PARTICIPATION IN IN-SERVICE	NEED FOR IMPROVEMENT				
	SIGNIFICANT	MODERATE	LITTLE OR NONE	NOT APPROPRIATE OR NO RESPONSE	TOTALS
Yes	3 (0.8%)	30 (8.4%)	39 (10.9%)	34 (9.4%)	106 (29.6%)
No	21 (5.9%)	84 (23.5%)	44 (12.3%)	103 (28.7%)	252 (70.4%)
Totals	24 (6.7%)	114 (31.8%)	83 (23.2%)	131 (36.4%)	358 (100.0%)

(Source of Data: Questionnaire)

As Table 18 indicates, there were higher percents of significant and moderate need for improvement (5.9%) in programs where there was no teacher in-service as opposed to programs where there was (0.8% and 23.5%).

These findings, and those from the previous table (Relationship of Teacher In-Service to Project Success), are particularly strong because they were produced through cross-tabulations of responses to questions

which were not associated with each other on the questionnaire. As a result, respondents did not necessarily assume their responses would indicate a relationship of program success or need for improvement to teacher participation in in-service.

Climate for Home Economics in School Districts

According to home economics teachers (refer to Table 58, Funds Support Separate Entity or Enrich the Entire Program, page 124, which appears in another section of this report), the majority of the monies provided enrich the entire program. The impact of these funds on the entire home economics program throughout the State cannot be dismissed; nor, can some historic problems that relate directly to attitudes about home economics.

The following table, Table 19, Attitudes of School District Personnel Regarding Home Economics, presents attitudes concerning home economics. Respondents include school administrators, classroom teachers, and guidance counselors. Information was collected from on-site visitation and telephone interviews.

Table 19

Attitudes of School District Personnel Regarding Home Economics

ATTITUDES OF SCHOOL PERSONNEL	SCHOOL ADMINIS-TRATORS	HOME ECONOMICS CLASSROOM TEACHERS	GUIDANCE COUNSELORS	TOTALS
ADMINISTRATION				
Favorable	16	18	14	48
On Continuum from Unsupportive to Supportive	1	5	1	7

Table 19 (cont'd)

ATTITUDES OF SCHOOL PERSONNEL	SCHOOL ADMINIS-TRATORS	HOME ECONOMICS CLASSROOM TEACHERS	GUIDANCE COUNSELORS	TOTALS
Elective Program Less Important than Academic Require-ments	11	8	2	21
Mixed Messages Concerning Male Participation	1	5	0	6
Little Importance as A Course/Courses	2	7	3	12
FACULTY				
Favorable	9	9	10	28
On Continuum from Unsupportive to Supportive	19	24	9	52
Elective Program Less Important than Academic Require-ments	5	7	5	17
Mixed Messages Concerning Male Participation	6	10	4	20
Little Importance as A Course/Courses	2	8	1	11
GUIDANCE COUNSELOR				
Favorable	10	14	11	45
On Continuum from Unsupportive to Supportive	1	0	1	1

Table 19 (Cont'd)

ATTITUDES OF SCHOOL PERSONNEL	SCHOOL ADMINIS-TRATORS	HOME ECONOMICS CLASSROOM TEACHERS	GUIDANCE COUNSELORS	TOTALS
Elective Program Less Important than Academic Require-ments	6	6	7	19
Mixed Messages Concerning Male Participation	5	17	7	29
Little Importance as A Course/Courses	2	1	0	3
STUDENTS				
Favorable	15	15	8	38
Regarded as an Interested Elective	3	8	7	18
Sexual Role—Stereo-type Messages Con-cerning Male Parti-cipation	4	10	7	21
Negative Views, Especially from College Prepara-tory Students	2	12	2	16
Total Responses	120	184	99	403
Total Respondents	27	39	19	

NOTE: No percentages are presented since respondents selected more than one response.

(Source of Data: In-Depth Data Collection Procedures)

Table 19 illustrates that in all categories, all respondents (school administrators, teachers, and guidance counselors) indicated a favorable attitude toward home economics with 145 responses. There

were 60 responses indicating that attitudes (not including student attitudes) were on a continuum from unsupportive to supportive. A total of 21 responses indicated attitudes that suggested home economics has little or no importance as a course (also excluding student attitudes). Together, these 81 responses indicated somewhat less than favorable attitudes.

The consumer and homemaking programs in particular, and home economics programs in general, are affected by the climate in which they exist. Table 19 indicates that there may be an indication of less than an ideal atmosphere which might detract from possible potential development of these programs.

Another disturbing figure related to the large number of responses in all categories concerning sexual role stereotyping and mixed messages regarding male participation. These responses (62) indicate attitudes that effect the milieu in which these programs are situated. Admittedly this does represent a small sample of school district personnel, but since overcoming such stereotypic messages is one of the overall goals of all vocational education for the State, these attitudes might represent a potential trend that might be explored.

Of the 39 home economics teachers interviewed for this study, 31 indicated that boys and girls were scheduled for coed classes in home economics and industrial arts during junior high/middle school in their respective school districts. Five indicated that traditional scheduling practices were used--boys in industrial arts and girls in home economics. Interestingly, three teachers couldn't describe the scheduling practices in their own school district.

One teacher said two of the counselors in her school believe that males should not be in home economics classes.

Of the 20 guidance counselors interviewed, six indicated they either encourage or actively recruit males for home economics classes.

—Comments and Quotations—

Guidance counselor typically suggests home economics courses for students who don't indicate interest in other programs (22 responses).

Guidance counselor would suggest other electives rather than home economics (9 responses).

Guidance counselors use program as dumping ground (3 responses).

Students regard as a "cake course" (3 responses).

Students believe it is an easy elective for graduation (2 responses).

Administration indicated that the faculty had favorable attitudes toward home economics because teachers prepared food for them.

Faculty regarded home economics as a place to send problem students.

Faculty members send their children to our nursery school.

"Administration refers to total home economics program as 'cooking and sewing.'"

While administration regards home economics in a favorable light, would not fund from local dollars (3 responses).

"Home economics in our school is relegated to the bottom of the totem pole."

Administrator indicated because the students are immature, they fail to realize the importance of home economics.

* * * * * * * * * *

Table 20 is a tabulation of the responses of classroom teachers when asked the question "What strategies would create a more positive climate for home economics in your school?" These are the same 39 teachers who were queried concerning attitudes concerning home economics in their schools. That information is presented in the preceding table.

Table 20

Strategies to Create a More Positive Climate for Home Economics

STRATEGIES	CLASSROOM TEACHER RESPONSES
No Response	5
Need to Change Administrative Attitudes	5
Inform Entire Faculty of Need for Home Economics	9
Create Positive Support of Guidance Staff	7
Resolve Scheduling Problems	9
Conduct Public Relations Campaign	8
Other Response	11
TOTAL NUMBER OF RESPONSES	58
TOTAL NUMBER OF RESPONDENTS	39

NOTE: No percentages are given since some teachers often provided multiple responses.

(Source of Data: In-Depth Data Collection Procedures)

The most frequently selected strategies by the home economics teachers included the following, all with 9 responses: need to change administrative attitude; need to resolve scheduling problems; and informing the entire faculty of the need for home economics.

In-service training could help to develop pragmatic solutions to these historic problems.

—Comments and Quotations—

"Historic problem, the bright kids don't schedule home economics."

Encourage teacher involvement with students in extra curricular activities.

"I have been working on changing administrative attitudes about home economics for 35 years in my school. Much remains the same."

Establish an active student recruitment campaign (2 responses).

Overcome attitude that home economics is a subject for girls only (3 responses).

Establish successful FHA program.

Try semester instead of year courses.

Staff development and in-service are needed to develop strategies.

Local districts need pressure from the State Department of Education.

* * * * * * * * * *

These same 39 home economics teachers were then asked the question, "What are your plans, if any, for implementation of these strategies." The tabulated information is found in the following, Table 21.

Table 21

Plans for Implementation of Strategies for Creating a More Positive Climate for Home Economics

IMPLEMENTATION OF STRATEGIES	HOME ECONOMICS TEACHER RESPONSES
Draft position paper for administration	0
Provide presentation for school board	0
Plan workshop for guidance staff	4
Launch public relations campaign	4
Provide information for faculty	8
Encourage participation in FHA/HERO program	4
Reorganize use of Advisory Council	1
No plans	19
TOTAL NUMBER OF RESPONSES	40
TOTAL NUMBER OF RESPONDENTS	39

NOTE: One teacher provided 2 responses.

(Source of Data: In-Depth Data Collection Procedures)

The majority of the teachers, 19, indicated no plans to innovate any strategies to create a more positive climate for home economics in their school.

Admittedly this is a small sample of teachers numbering only 39. However, since the sampled districts were carefully selected to represent groups of existing programs and also include the variables of size and geographic reason, there is every reason to assume that this information may indicate a trend.

In-service training may wish to address some of these concerns.

—Comments and Questions—

"Home economics is in trouble throughout the State. The State is not providing leadership and the needed staff development. We need an organized effort, especially in lieu of new curriculum regulations."

Suggest changing name of course.

Administration fails to 'ollow suggestions from either Advisory Council or faculty.

* * * * * * * * * *

Program Evaluation

The questionnaire included an item concerning evaluation procedures: "Describe any evaluation procedures (include when, how, and by whom collected)." Tables 22, 23, and 24 provide a frequency analysis of the number of responses.

Table 22

Status of Program Evaluation

STATUS	NUMBER OF RESPONSES	PERCENT OF ALL RESPONSES
Conducted No Evaluation	15	4.3%
Collected Little or No Data	236	68.4%
Collected Significant Data	81	23.5%
Conducted Systematic Evaluation with Useful Data	13	3.8%
TOTALS	345	100.0%

(Source of Data: Questionnaire)

Respondents appeared somewhat confused about evaluation of their programs. In a few cases (15), they indicated that no evaluation was conducted, yet they listed specific procedures such as contact with former students and former employers. The overall status of program evaluation is indicated in Table 22.

According to the person completing the questionnaire, little or no data was collected by 236 for a total of 68.4 percent. Adding together the categories (1) collected significant data, and (2) conducted systematic evaluation with useful data, 94 responses represented only 27.3 percent.

A substantial majority of these school districts representing 88.0 percent of the total funded projects indicated collection of little or no data. Yet, a large number of those same completers of the questionnaire enumerated actual types of evaluation they collected (refer to the following, Table 23).

In an open-ended question, respondents listed a variety of evaluation procedures. Table 23 enumerates their responses. No percentages are shown, however, since most respondents reported more than one evaluation procedure.

One might draw the conclusion that school districts collect more evaluation data than they perceive that they do.

Table 23

Types of Evaluation Procedures Reported by Respondents

TYPES OF EVALUATION	NUMBER OF RESPONSES
Ongoing Evaluation	237
Yearly Review	63
Contact Former Students	345

Table 23 (Cont'd)

TYPES OF EVALUATION	NUMBER OF RESPONSES
Contact Former Employers	245
Student Grades	248
Employment in Vocational Area	14
Survey of Graduates	66
Faculty Checklist	14
Quality of Life Issues	52
Interviews	21
Student Evaluating Courses	118
Student Select Further Education	13
Other	151

(Source of Data: Questionnaire)

Respondents also reported who collected the evaluation information. Table 24 lists the number of times each job title was cited for collecting evaluation information.

Table 24

Evaluation Information Collected by Job Title

JOB TITLE OF INFORMATION COLLECTOR	NUMBER OF RESPONSES
Advisory Committee	60
Department Chairman	19
Faculty Member	305
Central Administrator	38
Guidance Counselor	29
Other	45

(Source of Data: Questionnaire)

A final open-ended question regarding evaluation was, "How is the evaluation information used?" The varied responses are listed in Table 25.

Table 25

Uses of Evaluation Information Reported by Respondents

USES OF EVALUATION INFORMATION	NUMBER OF RESPONSES
Improve the Program	290
Replace Equipment	117
Other	106
Add New Courses	100
Increase Enrollments	96
Increase Male Enrollment	22
Increase Budget	5
Faculty Training	3
Hire Faculty	3

(Source of Data: Questionnaire)

Improvement of the program was the most frequently mentioned usage of the evaluation information (290 responses). Replacement of equipment (117 responses) and adding new courses (100 responses) seem to indicate that personnel in the school districts use this information to justify upgrading equipment and the need for additional courses.

--Comments and Quotations--

Would like to share ideas with other teachers who have similar programs.

Teachers indicate desire for information regarding creative, successful programs.

One teacher entered the school system in the late 60's where there was a science teacher needed. Since her certificate included general science, she was assigned to teach junior high science. Recently, due to decrease in enrollment and attrition, she was switched to home economics. When asked how she likes teaching home economics, she said, "I hate it. It's too much work. I want to return to teaching science at the first opportunity."

* * * * * * * * * * *

Information Regarding Program Participants

The Consumer and Homemaking funds support programs within the secondary schools of Pennsylvania. These programs are elective rather than required and students from grades 9-12 can participate. Since the programs are elective, students select these courses rather than being assigned.

Sex, Grade Level, and Year

The following table is a tabulation of the total number of students by sex, grade and level for the three years in the Study.

The respondents to the questionnaire reported the number of students who had participated in the funded programs. Table 26 shows the total number across all sites by sex, grade level, and year of participation.

Table 26

Student Participation in Funded Projects by Sex, Grade Level, and Year

GRADE	1980-81 MALE	1980-81 FEMALE	1981-82 MALE	1981-82 FEMALE	1982-83 MALE	1982-83 FEMALE	SUB TOTALS
9	3,620	6,895	1,806	5,565	9,529	6,253	33,668
10	1,716	6,073	1,445	6,097	1,009	4,551	20,891
11	1,997	6,224	1,899	14,368	4,996	7,069	36,553
12	4,484	7,939	3,686	8,049	2,977	7,546	34,681
Adult*	259	1,239	219	938	213	956	3,824
No Grade Indicated	3,577	12,325	3,520	12,647	4,025	14,934	51,028
Sub-Totals	15,653	40,695	12,575	47,664	22,749	41,309	108,645
No sex breakdown or grade indicated	773		751		590		2,114
Grand Total	57,121		60,990		64,648		182,759

(Source of Data: Questionnaire)

The table reveals that the vast majority of the participants are school age students with some adult participants. (One of the sites for a telephone interview was an adult parenting program selected to represent this population.)

From the 1980-81 school year, the number of males participating was 15,653; while in 1982-83, the figure increased to 22,749. The 1981-82 school year, however, had fewer male participants for a total

of 12,575. Overall from 1980-81 to 1982-83, there is a slight increase in male participation. This slight increase may or may not represent a trend for future years.

Overall enrollment increased from 57,121 in the 1980-81 school year to 64,648 in the 1982-83 school year.

The figures seem to indicate there might be a trend toward both increased male participation and overall increased enrollment in the Consumer and Homemaking Programs.

It is interesting to note the total enrollment for all vocational education for the years in the Study:

	1980-81	1981-82	1982-83
Enrollment of All Students in Vocational Education	M--105,254	M--103,210	M-- 99,563
	F--144,116	F--140,773	F--134,997

There is a greater overall female than male environment (Vocational-Education Program Accountability, 1983).

Types of Students Selecting Home Economics

What types of students select Consumer and Homemaking course(s)? The following table categorizes the types of students who select these courses as perceived by school administrators, teachers, and guidance counselors. Interviews with the aforementioned school personnel occurred in 21 school districts selected for the in-depth data collection procedures.

Table 27

Types of Students Who Select Consumer and Homemaking Courses

TYPES OF STUDENTS	SCHOOL ADMINISTRATORS	TEACHERS	GUIDANCE COUNSELORS	TOTALS
Primarily Students of Average/Low Academic Ability	13	22	5	40
Mix of Students Representing All Academic Abilities	2	11	2	15
Primarily General Students Who Fail to Select Other Available Programs	5	14	7	26
Primarily Students Who Lack Career and Job Focus	1	9	2	12
Primarily Girls Who Plan On Getting Married and Having Families Immediately Following High School	2	18	3	23
Other	4	10	7	21
No Response	4	2	2	8
Total Responses	31	86	28	145
Total Respondents	27	39	20	86

(Source of Data: In-Depth Data Collection Procedures)

While the sample of respondents is small (27 school administrators, 39 teachers, and 20 counselors), the 21 school districts they represent were selected to include examples of types of programs from an extensive review of all projects, and included the variables of both size and region.

Totaling the perceptions of all the described respondents, 40 indicated they perceive the students who select these programs are primarily students of average/low academic abilities. Continuing in descending order, totals for all respondents indicated (26 responses) primarily general students who fail to select other available programs and (23 responses) primarily girls who plan on getting married and having families immediately following high school.

A total of 15 responses indicated perceptions that a mix of students representing all academic abilities elect these programs.

"Class Standing of Seniors in Funded Projects," Table 28, provides information concerning the graduating class in 9 of the districts

Table 28

Class Standing of Seniors in Funded Projects

	1980-81		1981-82		1982-83		
	M	F	M	F	M	F	TOTALS
1st Fifth	5	42	9	49	5	39	149 (10.3%)
2nd Fifth	59	64	18	61	12	58	272 (18.9%)
3rd Fifth	24	69	87	72	19	55	326 (22.7%)
4th Fifth	43	71	46	76	27	85	348 (24.1%)
5th Fifth	52	53	57	72	54	51	339 (23.6%)
Special Ed.	1	1	1	0	0	0	3 (.2%)
No Class Standing	0	0	0	0	5	0	0 (.3%)
Total All Students	184	300	218	330	122	288	1,442 (100.0%)
Total Size of All Graduating Classes	1,906		2,052		1,648		5,606

(Source of Data: Supplied by Nine Selected School Districts)

selected for in-depth data collection. (Each district selected for on-site visitation (10) was asked to supply data including: name of student, sex, year in the program, enrollment in any other vocational education class, and class standing for seniors only. Only 7 supplied complete data. Two districts from telephone interview sites were asked to supply the same data, and both completed making a total of nine districts.)

Three valedictorians are included in the figures, 1 male and 2 female. One male was included whose class standing was last in the graduating class.

From the preceding Table 27, 40 responses (27.5% of the total) indicated that the students were primarily of average/low academic ability. Fifteen responses (10.3% of the total) indicated a mix of students representing all academic abilities. Looking at Table 28, "Class Standing of Seniors in Funded Projects", 149 students in 9 selected schools were in the 1st Fifth of their graduating class (10.3% of the total graduating class), while 339 students selecting these programs were in the 5th Fifth of their graduating class (23.6% of the total graduating class).

Using this very small sample, the perception seems to fit the reality. It would be interesting to do an in-depth study of all students to see if this sample is representative of all students selecting these courses.

An interesting question is posed, "Does the perceptions of who the students are create the reality by encouraging these types of students to enroll in the Consumer and Homemaking Programs?"

Information from Student Interviews

Five students were interviewed during each of the 10 on-site visitations for a total of 50 students. Students were selected from a list of students currently enrolled in the program. Students were selected randomly attempting to include males, females, and a variety of grades representing 9-12. Attempts were made to also include students who had been enrolled in more than one year.

Six of the ten selected school districts have 9-12 grades housed together so 9th graders were available for interviews. Three of the ten districts currently have no males enrolled in the funded programs. The following, Table 29, shows the mix of students interviewed by grade and sex.

Table 29

Students Who Participated in Interviews

GRADE IN SCHOOL	M	F	TOTALS
9	1	4	5
10	2	7	9
11	1	9	10
12	6	20	26
TOTALS	10	40	50

NOTE: Includes one mainstreamed special education student.

(Source of Data: Interviews with Students During On-Site Visitation)

The total number of students is 50; not a large sample considering the total number of participants. However, the information from these interviews can supply the reader with overall impression of the students.

The following series of tables (Tables 30 through 35) are formed from this source of information.

Table 30

Students Indicate Reasons for Selecting Consumer and Homemaking Programs

REASONS FOR SELECTION	STUDENT RESPONSES
Interesting Subject Matter	24
Like Hands-On Activities	17
Fun	13
Like the Teacher(s)	12
Liked Junior High/Middle School Home Economics	10
Other Electives and Course Choices Did Not Appeal to Me	4
Vocational Training for Future Job or Career	3
Easy Elective for Graduation	3
TOTAL	86

(Total Number of Students = 50)

NOTE: No percentages are given since some respondents selected more than one category.

(Source of Data: Interviews with Students During On-Site Visitation)

Students indicate their major reasons for selecting Consumer and Homemaking Courses were: interesting subject matter, liked hands-on activities, courses are fun, and liked the teacher.

--Comments and Quotations--

Didn't like junior high home economics.

"One of the home economics teachers is the best teacher in the sch[illegible]

"Without home economics some students would drop out of school."

A foreign exchange student said, "Why don't we have classes like this at home?"

Particularly liked nursery school (3 responses).

* * * * * * * * * * *

Student responses to the question "What are you getting out of this course?" appears in Table 31.

Table 31

Students' List of Outcomes of Consumer and Homemaking Classes

OUTCOMES	STUDENT RESPONSES
Skills Related to Subject Area	50
Subject Matter—	
Human Development/Family Relationships	31
Clothing and Textiles	10
Foods and Nutrition	18
Housing	4
Management and Consumer Education	17
Knowledge and Skills Needed for Independent Living/Home and Family Life	34
Knowledge and Skills Related to Quality of Life	5
Job Training	8
Easy Credit for Graduation	1
Other	3
Total Number of Responses	181
(Number of Students = 50)	

NOTE: Since multiple responses were given, no percentages are pertinent.

(Source of Data: Interviews During On-Site Visitation)

All students listed skills relating to subject matter (50 responses) and the second most selected outcome, according to the students interviewed, was knowledge and skills needed for independent living/home and family life.

In answer to the question "What do you like best about this course?", students indicated they liked the items appearing in the following Table 32.

Table 32

Students' List of What They Like About These Courses

STUDENT RESPONSES	NUMBER OF RESPONSES
Food Preparation	25
Nursery School	23
Hands-On Activities	13
Clothing Construction	11
Liked the Teacher	10
Other	9
Liked Everything	8
Likes Related to Specific Subject Matter	
Management/Decision Making	8
Nutrition	4
Housing	4
Human Development and Family Relationships	1
Child Development/Parenting	15
Consumer Education	0

NOTE: Other included individualized projects and like theory and and subject matter.

(Source of Data: Interviews During On-Site Visitation)

Food preparation, nursery school, and hands-on activities were the most frequently mentioned by the students.

This information, along with the information in the following table, "What did you like least about these courses?", might be of great interest to teachers when designing programs.

Table 33

Students List What They Like Least About These Courses

STUDENT RESPONSES	NUMBER OF RESPONSES
Homework/Lectures	17
Nothing, Like Everything	15
Tests/Homework	7
Clothing Construction	5
Nutrition	3
Food Preparation	2
Management/Decision Making	1
Child Development/Parenting	1

(Source of Data: Interviews During On-Site Visitation)

Thirty-seven students indicated they would recommend this course to others while only one student indicated he would not recommend the course.

The next table includes students' plans following graduation. Four indicated they plan to select educational experiences related to the Consumer and Homemaking programs following graduation.

Table 34

Plans After Graduation

PLANS AFTER GRADUATION	NUMBER OF RESPONSES
Select Unrelated Educational Experience	18
Get A Job	12
Undecided	9
Select Related Educational Experience	4
Select Service Career	4
Plan to Marry After High School	3
TOTAL	50

(Source of Data: Interview with Students During on Site Visitation)

Table 35

Assistance Provided by Consumer and Homemaking Course(s) in Planning Future Career

WAY COURSE(S) ASSIST IN PLANNING FUTURE CAREER	NUMBER OF RESPONSES
Training About Self and Others	27
Practical Skills Necessary for Personal Independence	21
Actual Skills Related to Future Employment	16
Uncertain	10
No Relationship	6
Other	2
Total Number of Responses	82
(Total number of students interviewed = 50)	

(Source of Data: Interviews with Students During On-Site Visitation)

Students were asked to respond to the question "How is this course helping you plan your career?" The table above categorizes the 50 students who participated in the interviews during on-site visitations.

Impact of the Consumer and Homemaking Program on Students

According to 39 home economics teachers interviewed during in-depth data collection procedures, 36 defined impact as "providing skills and knowledge for successful independent living" and 27 teachers selected "provides skills and knowledge for creation of satisfying home and family life." Table 36 includes responses made by the interviewed teachers.

Table 36

Impact of the Program on Students

IMPACT INFORMATION	RESPONSES BY HOME ECONOMICS TEACHERS
Provides Skills and Knowledge for Creation of Satisfying Home and Family Life	36
Provides Skills and Knowledges for Successful Independent Living	27
Assists with Career Planning	9
Provides Program that Directly Assists in Keeping Potential Dropouts in School	7
Provides Hands-On Experience that Students Enjoy As a Relief from Academic Subjects	7
Has Little Impact on Students Current or Future Life	1
TOTAL	94

NOTE: Since the teachers selected more than one category, no percentages are included.

(Number of Home Economics Teachers Interviewed = 39)

(Source of Data: In-Depth Data Collection Procedures)

—Comments and Quotations—

"Home Economics programs help produce productive members of society who are also enlightened consumers."

Provides knowledge and skills to maintain health and adequate nutrition over the life span (4 responses).

These programs provide a framework for using knowledge learned in other academic subjects to personal living/home and family life.

"Great impact on students, today and for their entire future!"

Parenthood education is an investment into insuring the quality of life of the next generation.

These programs assist the student in developing a healthy self-concept (2 responses).

Contributes to self-understanding.

Wish I could have studied more home economics when I was a secondary school student.

"Kids like these courses. Keeps them interested in school."

* * * * * * * * * * *

The three regional consultants who were interviewed were asked to respond to the open-ended question, "What do you believe to be the impact of these programs on students?" Comments include: hard to define; independent living; protecting quality of life; and developing self-concept and providing for personal growth and development.

A review of all the information in this section seems to indicate that providing skills and knowledge for successful independent living, and providing skills and knowledge for creation of satisfying home and family life to be the most frequently mentioned impact these programs

have on students. In case of the teenage parent programs, potential dropouts are encouraged to remain in school.

The next table shows class standing of students in a teenage parenting program (one of the school districts selected for a telephone interview).

Table 37

Class Ranking of Students in Teenage Parent Program

CLASS STANDING OF SENIORS	YEARS IN THE PROJECT 1980-81 M	F	1981-82 M	F	1982-83 M	F
1st Fifth	0	0	0	3	0	1
2nd Fifth	0	2	0	2	0	2
3rd Fifth	0	3	0	4	0	1
4th Fifth	0	3	0	4	0	2
5th Fifth	0	4	0	4	0	2
Graduated, But No Class Standing	0	2	0	2	0	1
Withdrew	0	3	0	0	0	2
Received GED	0	3	0	1	0	6
Total Number of Students Graduating Class	0 20 877		0 20 857		0 17 774	

(Source of Data: Telephone Interview with K (letter designation of school district where Consumer and Homemaking funds are used to finance a Teenage Parent Program)

The table reveals that over the three year period in the Study, only 5 students withdrew from the program. The others either received a standard school district diploma or a General Education Diploma (GED). One can speculate that without this program the actual numbers graduating would be less.

Over the years in the Study, teenage mothers enrolled in other vocational classes was 57, which perfectly coincided with total enrollment. The young mothers are receiving training for job placement as well as knowledge related to parenting and homemanagement.

This information illustrates the impact of this program on the participants. It provides the students with an opportunity to continue their schooling and to receive a diploma. In the words of one of the students, "Thank God for this program. Because of this program I not only finished high school, but next year will attend an institute for fashion design on a scholarship."

Relationship of the Funded Consumer and Homemaking Projects to the Purpose and Intent of the Act

Subject Area Emphasis

According to the purpose and intent of the Act, the following subject matter areas have priority emphasis in the funded projects: human development; child care and parenthood education; nutrition; and consumer education--management of resources.

Table 38

Subject Area Emphasis for Funded Projects

SUBJECT AREA	REGION EASTERN	CENTRAL	WESTERN	TOTALS
Human Development, including child care and parenthood education	102	88	136	326
Consumer Education	77	83	124	284
Nutrition	58	62	98	218
Career Education	26	38	36	100
Total Responses	263	271	394	928
Total Number of Projects	106	111	136	353

NOTE: No percentages are included since several subject areas were mentioned.

(Source of Data: Review of Proposals of Funded Projects from Representative Year 1981-82)

Table 38 includes the numbers of programs that mentioned these subject areas using the 1981-82 school years as a representative year from a review of all funded projects.

One can conclude that these programs do hignlight the subject areas given priority in the Act.

Categorization of Needs

Table 39

Categorization of Needs

CATEGORIES	REGION EASTERN	CENTRAL	WESTERN	TOTALS
Economic, Societal and Cultural Conditions and Needs	58 (48.7%)	57 (38.8%)	93 (45.1%)	208 (44.1%)
Local School District Programmatic Needs	61 (51.3%)	90 (61.2%)	113 (54.9%)	264 (55.9%)
TOTALS	119	147	206	472 (100%)
Total No. of Projects	106	111	136	

(Source of Data: Review of All Proposals of Funded Projects for Representative Year 1981-82)

Do these projects primarily satisfy economic, societal, and cultural conditions or local school district programmatic needs? Table 39 shows that there is a slight trend in favor of local school district programmatic needs (55.9%) in comparison to economic, societal, and cultural conditions (44.1%). The information comes from review of all funded projects using information from the needs section of the proposals.

The following social and cultural conditions given priority in the Act, are discussed elsewhere in the Report. Each section is mentioned with appropriate tables and page numbers for the reader's convenience.

"Encouraging male and female participation" (Table 26, page 83, and Table 45, page 111.)

"Prepare males and females for dual role of homemaker and wage earner" (Table 45, page 111).

"Encourage the establishment of outreach programs for youth and adults giving special consideration to special needs: aged, young children, school age parents, single parents, handicapped persons, educationally disadvantaged persons, and programs providing services for courts and correctional institutions" (Table 37, page 96 and Table 40, page 100).

A review of all funded projects for the 1981-82 school year provided examples of the following:

2 teenage parent programs

21 programs for adults

73 projects had nursery schools

IU project—A Consumer and Homemaking program was designed for predelinquent and delinquent youth

IU project—provided a nutrition education program for low income families

IU project—A Consumer and Homemaking program served special education students

The following table displays the number of participants representing special population given priority status in The Act from in-depth data collection procedures.

Table 40

Age and Sex of Special Populations Connected with Purpose and Intent of The Act

TYPE OF PROGRAM	YEARS IN THE STUDY 1980-81 M	F	1981-82 M	F	1982-83 M	F
Teenage Parent Program	0	24	0	30	0	43
Adult Parenting Program	195		168		117	

(Source of Data: Telephone Interviews--Information Supplied By School Districts)

Ancillary Services

Ancillary monies can be used for teacher training and supervisors, curriculum development, research, program evaluation, special demonstrations and experimental programs, exemplary projects and provisions for equipment, and State administration and leadership.

Highlights of four projects financed under the ancillary categories follow:

Community College Project--Consumer education specialist developed a program for low income adult population. The program included concepts in consumer education, nutrition, resource management, and parenting. (Clients served--1,997)

IU Project--One project hired a home economics coordinator for all districts within the Intermediate Unit. A teacher attitude survey completed by 30 teachers indicated home economics teachers seem to enjoy their jobs, are well prepared to conduct their professional responsibilities and indicated a need to update programs.

University Project--"Economic Survival for the 80's": In-service workshop attended by 40 home economics teachers from all regions of the state.

University Project--Development of Instructional Modules: "Am I Obliged to Be Well-Nourished?" "Am I Obligated to Conserve Energy?" "What to Do Regarding the Parenthood Decision?" A

value clarification curriculum. These curriculum materials were developed but never widely distributed within the State.

Information from telephone interviews with people involved in the various projects, on-site visitations to a university with a funded ancillary project, review of returned IU questionnaires and conversations with Vocational Home Economics Supervisor, leads one to conclude that the ancillary projects do, indeed, conform to the purpose and intent of Section 150 of The Act.

Advisory Council

The role of the Advisory Councils is to provide a forum for community input into program development including input concerning knowledge, competencies and skills related to work connected with the particular subject matter emphasis.

Table 41 indicates the two basic types of advisory councils; the General Vocational Education Council, which serves all vocational

Table 41

Name of Advisory Council

TYPE OF ADVISORY COUNCIL	REGION			
	EASTERN	CENTRAL	WESTERN	TOTALS
Name of Council Indicates General Vocational Education Council	57 (53.8%)	62 (55.9%)	78 (57.4%)	197 (55.8%)
Name of Council Related to Home Economics	49 (46.2%)	49 (44.1%)	58 (42.6%)	156 (44.2%)
Total Number of Projects	106 (30.0%)	111 (31.4%)	136 (38.6%)	353 (100%)

(Source of Data: Review of Proposals of All Funded Projects for Representative Year 1981-82)

programs; and councils related specifically to home economics. A review of all funded projects revealed the number of councils classified according to name.

Table 41 reveals that the greater number are General Vocational Education Councils (55.8%).

The duties of all the advisory councils were categorized using a review of the minutes included with the program proposals. Using 1981-82 as a representative year, a review of all funded projects showed only eight councils (2.3%) actually had input with program planning, implementation and/or evaluation. The vast majority, 324 (91.8%) were informative in nature; that is, held discussions concerning the program presented by school personnel.

Table 42

Duties of Advisory Council

DUTIES OF ADVISORY COUNCIL	REGION EASTERN	CENTRAL	WESTERN	TOTALS
Failed to Meet	0 (0.0%)	1 (0.9%)	0 (0.0%)	1 (0.2%)
Failed to Discuss Topics Related to Home Economics	2 (1.8%)	1 (0.9%)	2 (1.4%)	5 (1.4%)
Very Brief Discussion Concerning Topics Related to Home Economics	3 (2.8%)	7 (6.3%)	5 (3.7%)	15 (4.2%)
Informative—Discussed Program with Advisory Council Members	98 (92.4%)	98 (88.2%)	128 (94.1%)	324 (91.8%)
Input Into Program Planning, Implementation and/or Evaluation	3 (2.8%)	4 (3.6%)	1 (0.7%)	8 (2.3%)
TOTALS	106	111	136	353 (100%)

(Source of Data: Review of Proposals of all Funded Projects from Representative Year, 1981-82)

The Advisory Councils appear to satisfy the letter of the law, but not necessarily the intent and purpose of The Act.

The typical meeting pattern was two per year—one in the Fall, followed by one in the Spring.

Relationship of the Consumer and Homemaking Funded Projects to the Overall State Strategy for Vocational Education

Vocational Goals for the State of Pennsylvania

Table 43 shows which of the Goals of Vocational Education for the State of Pennsylvania were selected by the funded Consumer and Homemaking Projects on the DEBE-131 Form, which provides the cover for all proposals. A space is reserved for the school district to select Goals and Subgoals.

Table 43

Vocational Goals and Sub Goals of Funded Projects

GOALS AND SUBGOALS	REGION EASTERN	CENTRAL	WESTERN
1. DEVELOP, EXPAND OR MODIFY QUALITY VOCATIONAL EDUCATION SO THAT BY 1982 EVERY PUBLIC SECONDARY STUDENT WILL HAVE HAD THE OPPORTUNITY TO (1) ENTER THE LABOR FORCE WITH A MARKETABLE VOCATIONAL SKILL; (2) LEARN A USEFUL VOCATIONAL SKILL; OR (3) ACQUIRE A BASIC VOCATIONAL SKILL AND CONTINUE AT THE POSTSECONDARY LEVEL.	94	102	134
1.1 Develop new secondary vocational education programs based on present and projected labor market needs and in accordance with expressed student demand.	4	3	1
1.2 Expand existing vocational education programs on the basis of projected labor market needs and student demand.	4	14	2

Table 43 (Cont'd)

GOALS AND SUBGOALS	REGION EASTERN	CENTRAL	WESTERN
1.3 Modify and/or combine selected vocational education programs to reflect changing occupational requirements.	78	82	130
1.4 Improve students' learning in existing vocational programs.	12	22	0
1.5 Assist schools to develop opportunities for students to explore occupations/vocations prior to entering vocational programs.	0	4	0
1.6 Maintain vocational programs in those local educational agencies which do not have the financial resources to continue programs independently.	0	0	1
1.7 Develop vocational education programs which emphasize positive mental attitudes and maturity for participants.	12	11	2
2. DEVELOP AND EXPAND THE RANGE AND DIVERSITY OF ADULT AND POSTSECONDARY OCCUPATIONAL EDUCATION OPPORTUNITIES TO FACILITATE: (1) THE ENTRY/REENTRY OF PERSONS INTO THE LABOR FORCE AND; (2) TO PROVIDE UPGRADING OR RETRAINING FOR PERSONS ALREADY EMPLOYED/UNEMPLOYED	1	1	1
2.1 Maintain existing occupation programs where necessary at a level commensurate with existing labor market needs and in accordance with expressed student demand.	1	0	1
2.2 Extend needed programs and useful vocational skills to unemployed or underemployed individuals in all areas of the Commonwealth.	0	0	0
2.3 Develop part-time and short-term special programs based on needs assessments of business, industry, labor and nonprofit agencies.	0	0	0
2.4 Modify selected occupational programs to reflect changing occupational requirements.	0	0	0
2.5 Develop new occupational programs based on present and projected labor market needs.	0	0	1

Table 43 (Cont'd)

GOALS AND SUBGOALS	REGION EASTERN	CENTRAL	WESTERN
2.6 Develop occupational programs which emphasize positive mental attitude and maturity for participants.	0	1	0
3. DEVELOP AND EXPAND ALTERNATIVE FORMS OF VOCATIONAL/OCCUPATIONAL EDUCATION TO BROADEN THE OPTIONS AVAILABLE TO STUDENTS.	2	1	2
3.1 Expand Capstone cooperative education program offerings for all areas of vocational education.	2	1	2
3.2 Expand cooperative diversified occupations program offerings for those occupations which employ a limited number of people.	0	0	1
3.3 Expand work study programs in vocational education as an incentive to keeping students in school.	0	0	0
3.4 Develop vocational programs of varying length.	0	1	0
3.5 Expand AVTS program offerings through the establishment of satellites in participating comprehensive high schools.	0	0	0
3.6 Develop contractual arrangements by public educational agencies with private schools to provide instruction in areas not otherwise available in the public schools.	0	0	0
3.7 Develop other effective means of expanding student options in vocational education.	2	0	0
3.8 Fund highly specialized postsecondary and adult programs serving state on regional needs.	0	0	0
3.9 Develop non-traditional postsecondary and adult programs serving state on regional needs.	0	0	1
4. DEVELOP AND EXPAND ARTICULATION EFFORTS BETWEEN SECONDARY, AND POSTSECONDARY VOCATIONAL/OCCUPATIONAL EDUCATION PROGRAMS.	2	3	0

Table 43 (Cont'd)

GOALS AND SUBGOALS	REGION EASTERN	CENTRAL	WESTERN
4.1 Develop a comprehensive model for articulating vocational/occupational programs at all levels.	1	0	0
4.2 Develop competency based curricula in areas where it has not already been developed and maintained up to date curriculum resource materials at the state level.	2	2	0
4.3 Develop articulation agreements between educational agencies.	1	0	0
5. SUPPORT A GREATER UNDERSTANDING OF EDUCATIONAL/CAREER OPTIONS BY EXPANDING VOCATIONAL GUIDANCE, COUNSELING AND JOB PLACEMENT SERVICES AND PROVIDING OCCUPATIONAL EXPERIENCES FOR STUDENTS.	5	1	2
5.1 Prepare and disseminate detailed information on occupations so that students have the opportunity to be cognizant of occupational/educational requirements prior to making a career choice.	3	2	2
5.2 Expand pre-vocational/vocational guidance and counseling services in middle and junior high schools to acquaint students with the diversity of career options available.	1	0	0
5.3 Pre-vocational programs and career exploration activities designed to broaden student awareness of careers.	1	0	0
5.4 Develop and expand job placement services in conjunction with the Bureau of Employment Security.	0	0	0
6. FOSTER A CONCERTED EFFORT TO ACHIEVE EQUAL EDUCATIONAL OPPORTUNITIES BY ELIMINATING SEX, RACIAL/ETHNIC AND LINGUISTIC BIAS, STEREOTYPING AND DISCRIMINATION.	11	3	3
6.1 Foster the development of recruitment plans and nondiscriminatory admission criteria that encourage the enrollment of both			

Table 43 (Cont'd)

GOALS AND SUBGOALS	REGION EASTERN	CENTRAL	WESTERN
sexes, members of minority groups, and those of limited English-speaking ability into non-traditional vocational programs.	1	1	1
6.2 Encourage the exploration of nontraditional career options for all students seeking an occupational choice.	6	3	0
6.3 Promote the development of occupational programs designed to attract all individuals from both sexes and from various race, ethnic and cultural backgrounds.	8	2	2
6.4 Encourage the development of plans and procedures that will result in staffing patterns and staff training programs that are supportive of this goal.	0	0	0
6.5 Intensify community involvement in supporting vocational training opportunities and job options for students of all races, ethnic backgrounds, both sexes, and those of limited English-speaking ability.	0	1	0
6.6 Foster the development of specific administrative plans and procedures to assure leadership, supportive staff and evaluation of progress in eliminating bias, stereotyping, and discrimination on the basis of sex, race, ethnic and linguistic differences.	11	1	0
7. DEVELOP AND IMPLEMENT COMPREHENSIVELY PLANNED PROGRAMS TO MEET THE NEEDS OF AND DEMANDS FOR COMPETENT PROFESSIONAL VOCATIONAL TEACHERS, COUNSELORS, SUPERVISORS AND ADMINISTRATORS.	3	2	1
7.1 Develop and implement a master plan for vocational education professional personnel development.	1	2	1
7.2 Develop competency-based relevant, responsive pre-service strategies for the preparation of vocational education and guidance personnel.	1	2	1
7.3 Provide competency-based in-service activities which will maintain and upgrade			

the pedagogical and occupational competencies of vocational and guidance personnel.	0	1	0
7.4 Promote effective personnel development communications among vocational educators.	1	1	0
7.5 Promote graduate study and research which relates to local, State and national vocational education problems and issues.	0	2	0
7.6 Provide for the development and continual improvement of service functions of vocational education professional personnel development programs.	1	1	0
8. DEVELOP AND EXPAND VOCATIONAL EDUCATION OPPORTUNITIES FOR THE DISADVANTAGED AND HANDICAPPED.	0	0	2
8.1 Provide remedial and supportive vocational services for disadvantaged and handicapped students to foster their placement in regular vocational education programs.	0	0	1
8.2 Modify regular vocational education programs to meet the needs of disadvantaged and handicapped students.	0	0	0
8.3 Develop special vocational education programs based on the needs of disadvantaged and handicapped students.	0	0	3
8.4 Provide more vocational education opportunities in areas of the state which have a high concentration of youth unemployment and/or school dropouts.	0	0	0
8.5 Promote exploratory (hands-on) prevocational programs for disadvantaged and handicapped students.	0	0	0
Total Goals	118	113	144
Total Subgoals	153	160	149
Total Number of Projects	106	111	136

(Source of Data: Review of All Proposals of Funded Projects from Representative Year 1981-82)

Total for Goal I (all regions)	=	330
Total for Goal II (all regions)	=	3
Total for Goal III (all regions)	=	5
Total for Goal IV (all regions)	=	5
Total for Goal V (all regions)	=	8
Total for Goal VI (all regions)	=	17
Total for Goal VII (all regions)	=	6
Total for Goal VIII (all regions)	=	1
		375

(These totals are for the Goal and do not include information for subgoals which is shown in the preceding Table 43.)

The information is shown in this form because the table is too cumbersome to have all totals (both column and row) displayed on a single table.

As can be seen by reviewing the presented information, the vast majority, 330, selected Goal I. The second most selected was Goal VI with a total of 17 responses.

One can assume that projects are more likely to relate to Goal I than any of the other seven goals.

Looking at the subgoals for Goal I, the most popular are subgoal 1.3 with totals from all regions of 290 of the total. The second most popular selection was subgoal 1.4 with 34 selecting this subgoal. The third most popular subgoal was 1.7 with a total number of 25 selecting this subgoal.

Governor's Guiding Principles

Another way to determine the role of the funded Consumer and Homemaking Projects' overall relationship to the state strategy for Vocational Education, is to determine if the projects show any connection with the Governor's Guiding Principles.

Table 44 tabulates the number of projects that mentioned the Governor's Guiding Principles.

Table 44

Projects Emphasizing the Governor's Principles

GOVERNOR'S GUIDING PRINCIPLES	REGION EASTERN	CENTRAL	WESTERN	TOTAL
Elimination of Welfare Dependency	3	1	8	12
Establishment of Sex Equity	13	1	18	32
Establishment of Race Equity	1	0	1	2
Fostering of Economic Development	2	0	2	4
Cultivating Attitudinal Development	16	12	30	58
Implementation of Job Placement	1	0	1	2
Totals	36	14	60	110
Total Number of Projects for 1981-82	106	111	136	

(Source of Data: Review of Proposals of All Funded Projects from Representative Year 1981-82)

It would appear that overall, the principles most emphasized by the Consumer and Homemaking Programs would be "Cultivating Attitudinal Development" (58 responses), "Establishment of Sex Equity" (32 responses), and "Elimination of Welfare Dependency" (12 responses).

A slight trend seems to be established with more responses (60) of the total being selected by the Western Region. Of course, it is noted from Table 2 on page 38 that there are more projects in that region than either of the other two regions. One can speculate what factors might have occurred to stimulate this trend. The trend, however, does appear to exist.

Encouraging Male Participation and Dual Role of the Wage Earner and the Homemaker

There are two other overall concerns, mainly encouraging male participation and providing knowledge, skills and competencies for the

dual role of wage earner and homemaker. These concerns related to the overall Goals of Vocational Education and specifically to the Consumer and Homemaking Programs.

Table 45 tabulates these concerns.

Table 45

Concerns Related to Overall Goals of Vocational Education and Specifically Consumer and Homemaking Programs

CONCERN	REGION EASTERN	CENTRAL	WESTERN	TOTALS
Encouraging Male Participation	52	40	70	162
Dual Roles of Wage Earner and Homemaker	37	36	62	135
Total Number of Funded Projects	106	111	136	353

(Source of Data: Review of Proposals of Funded Projects from Representative Year 1981-82)

The data in Table 45 represents the number of projects which mentioned either or both of these concerns from the total review of all funded projects for the representative year 1981-82.

Encouraging male participation was mentioned 162 times and dual role of wage earner and homemaker was mentioned a total of 135 times. The total number of projects for the 1981-82 school year was 353.

The Goals for Vocational Education for the State of Pennsylvania and the guidelines for funding the Consumer and Homemaking Programs relate directly to The Act.

The previous section in this Report discussed those items directly relating to the purpose and intent of funding as described in The Act.

It can be demonstrated that the funded Consumer and Homemaking Programs do relate to both The Act and the overall trust for Vocational Education for the State of Pennsylvania.

Information Regarding Funding Procedures

Who Wrote the Proposal?

One of the most interesting questions in this study was "who developed the program proposal?" Table 46 shows the persons listed as writing the proposal.

Table 46

Program Proposal Writers by Job Title

	LISTED AS 1ST WRITER		LISTED AS 2ND WRITER	
	NO. OF TIMES	PERCENT	NO. OF TIMES	PERCENT
Superintendent	10	2.8%	6	1.7%
Asst. Superintendent	21	5.9%	10	2.8%
Federal Prog. Coord.	74	20.7%	9	2.5%
Department Chair	35	9.8%	11	3.1%
Home Economics Teacher	80	22.3%	23	6.4%
More Than 1 Teacher	31	8.7%	4	1.1%
Cooperation Between Administrator and Teacher(s)	14	3.9%	6	1.7%
Other	73	20.4%	24	6.7%
No One Listed	20	5.6%	265	74.0%
TOTALS	358	100.0%	358	100.0%

(Source of Data: Questionnaire)

Although only one person wrote the proposal in most cases, when there was a second writer, the most frequent combinations were:

*A teacher and the federal program coordinator (12 responses).

*The department chairperson and a teacher (10 responses).

In another question regarding authorship of the project proposal, respondents indicated whether or not they had personally been involved. Table 47 shows respondents's reports of their own involvement in writing the proposals.

Table 47

Individuals Responsible for Writing Project Proposals

TITLE	NUMBER	PERCENT OF SAME TITLE	PERCENT OF ALL RESPONDENTS
Superintendent	12	57.1%	3.4%
Asst. Superintendent	28	80.0%	7.8%
Federal Programs Coordinator	81	86.2%	22.6%
Department Chair	52	66.7%	14.5%
Home Economics Teacher	69	48.3%	19.3%
Two or More Home Economics Teachers	46	23.4%	12.8%
Other Title	81	65.3%	22.6%
Two or More Other Title	16	48.5%	4.5%

(Source of Data: Questionnaire)

This table indicates that, for example, about half (48.3%) of the home economics teachers who responded to the questionnaire had participated in writing the proposal. In cases where two or more home economics teachers responded to the same questionnaire, almost a fourth (23.5%) had helped write the proposal.

Of all respondents, federal program coordinators had the highest proportion (86.2%) with 81 of the 94 responding being involved in writing proposals.

The size of the district appeared to influence who wrote the proposal. The Federal Program Coordinator wrote about a fifth of the proposals in small, medium, and large districts. As Table 48 indicates, the major difference among small, medium and large districts

was that teachers and superintendents wrote more programs in the small districts.

Table 48

Proposal Writers in Small, Medium, and Large Districts

TITLE OF PROPOSAL WRITER	LARGE	MEDIUM	SMALL
Superintendent	—	4 (2.1%)	6 (4.4%)
Assistant Superintendent	—	10 (11.8%)	2 (5/4%)
Federal Program Coordinator	6 (21.4%)	40 (20.6%)	27 (20.0%)
Department Chair	3 (10.7%)	24 (12.4%)	8 (5.9%)
Teacher	3 (10.7%)	137 (19.1%)	40 (29.6%)
More than One Teacher	1 (3.6%)	18 (9.3%)	12 (8.9%)
Cooperation Among Others	3 (10.7%)	5 (2.6%)	6 (4.4%)
Other	10 (35.7%)	38 (19.6%)	25 (18.5%)
No Response	2 (7.1%)	9 (4.6%)	9 (6.7%)
Totals	28 (100%)	194 (100%)	135 (100%)

NOTE: Percentages in this table indicate the proportion of a particular title of proposal writer within the size of the district, not the percent of the total number of proposal writers.

(Source of Data: Questionnaire)

Role in the Program by Job Title

Respondents indicated the various responsibilities held by the staff members involved in the project. Tables 49 through 53 show who had responsibility for planning, teaching, information sharing, coordination among schools, and ordering supplies/equipment by job title.

As Table 49 shows, the majority of assistant superintendents (57.1%), department chairpersons (88.5%), and home economics teachers (86.7%) who were involved in the project had planning responsibilities.

Table 49

Individuals Responsible for Project Planning

TITLE	NUMBER	PERCENT OF SAME TITLE
Superintendent	7	33.3%
Assistant Superintendent	20	57.1%
Federal Program Coordinator	20	21.3%
Department Chairperson	69	88.5%
Home Economics Teacher	124	86.7%
Two or More Home Economics Teachers	152	77.2%
Other Title	50	40.3%
Two or More Titles	1	.8%
Total With Responsibility for Planning	443	

(Source of Data: Questionnaire)

Table 50 displays the individuals who had teaching responsibilities for the projects.

Table 50

Individuals Responsible for Teaching

TITLE	NUMBER	PERCENT OF SAME TITLE
Superintendent	2	9.5%
Assistant Superintendent	1	2.9%
Federal Program Coordinator	4	4.3%
Department Chairperson	58	74.4%
Home Economics Teacher	137	95.8%
Two or More Home Economics Teachers	187	95.0%
Other Title	13	10.5%
Two or More Titles	3	9.1%
Total With Responsibility for Teaching	405	

(Source of Data: Questionnaire)

Table 50 shows that the majority of the home economics teachers (95.8% and 95.0%) and department chairpersons (74.4%) taught in the projects. Surprisingly, two superintendents (2.9%) also indicated teaching responsibilities.

The individuals responsible for information sharing are shown in Table 51.

Table 51 shows that more than half of the department chairpersons (85.9%), home economics teachers (67.1% and 62.9%), and "other" titled persons (69.7%) had responsibility for information sharing.

Table 51

Individuals Responsible for Information Sharing

TITLE	NUMBER	PERCENT OF SAME TITLE
Superintendent	7	33.3%
Assistant Superintendent	12	34.3%
Federal Program Coordinator	37	39.4%
Department Chairperson	67	85.9%
Home Economics Teacher	96	67.1%
Two or More Home Economics Teachers	124	62.9%
Other Title	56	45.2%
Two or More Titles	23	69.7%
Total With Responsibility for Information Sharing	422	

(Source of Data: Questionnaire)

Table 52 shows who was responsible for coordination among schools for the projects.

Twenty-six of the home economics teachers (18.2%) and a combination of two or more home economics teachers (16.7%) indicated responsibility for coordination among schools.

Table 52

Individuals Responsible for Coordination Among Schools

TITLE	NUMBER	PERCENT OF SAME TITLE
Superintendent	6	28.6%
Assistant Superintendent	13	37.1%
Federal Program Coordinator	20	21.3%
Department Chairperson	32	41.0%
Home Economics Teacher	26	18.2%
Two or More Home Economics Teachers	33	16.7%
Other Title	32	25.8%
Two or More Titles	12	36.4%
Total With Responsibility for Coordination Among Schools	174	

(Source of Data: Questionnaire)

The individuals who had responsibility for ordering supplies are displayed in Table 53.

Table 53

Individuals Responsible for Ordering Supplies

TITLE	NUMBER	PERCENT OF SAME TITLE
Superintendent	10	47.6%
Assistant Superintendent	15	42.9%
Federal Program Coordinator	64	68.1%
Department Chairperson	52	66.7%
Home Economics Teacher	85	59.4%
Two or More Home Economics Teachers	102	51.7%
Other Title	78	62.9%
Two or More Titles	23	69.7%
Total With Responsibility for Ordering Supplies	429	

(Source of Data: Questionnaire)

In descending order, the federal program coordinator (68.1%), department chairperson (66.7%) and home economics teachers (59.4%) had responsibility for ordering supplies.

Teacher Familiarity with Guidelines and Role in Preparation of the Proposal

What is the involvement of the teacher(s) into the entire funding process and are they familiar with the guidelines and procedures for funding of the Consumer and Homemaking Projects? Table 54 includes information concerning teacher involvement in the funding process and knowledge of the guidelines.

Table 54

Information Concerning Teacher Familiarity with Proposals and Guidelines

	TEACHER RESPONSES
Guidelines:	
Provided With A Copy of the Guidelines	19
Invited to Attend Meeting Where Regional Consultants Discussed Drafting of Proposal	3
Never See Copy of Guidelines and Am Unfamiliar With Process of Applying for and Utilization of the Consumer and Homemaking Funds	14
No Response	2
Total Number of Responses	38
Proposal:	
Teacher(s) Write Proposals	11
Teacher(s) Have Input into Proposal but Never Receive A Copy	3
Receive Copy at Beginning of School Year	6
Received Copy Some Other Time During School Year	5
Teacher Never Sees Proposal or Receives a Copy	13
Total Number of Responses	38

(Total Number of Respondents = 39 Home Economics Teachers)

NOTE: No percentages are provided since no response or multiple responses were given.

(Source of Data: In-Depth Data Collection Procedures)

Nineteen teachers said they were provided with a copy of the guidelines. Fourteen teachers indicated they had never seen a copy of the guidelines and are unfamiliar with the process of applying for and utilization of these funds.

Thirteen teachers never see the proposal while eleven teachers actually write the proposal.

It is reasonable to assume that while it may not be efficient or appropriate for the teachers to actually write the proposal, the more familiar the teacher is with the objectives and procedures, the greater the possibility that the teachers can plan programs to implement the objectives outlined in that proposal.

—Comments and Quotations—

Have seen copy of guidelines, but a copy was never provided for me (3 responses).

Had a copy of proposal when we entered the program the first year. Since that time I have never seen a copy of the guidelines nor a copy of the proposal. I don't know who prepares proposal for submission.

"Curriculum coordinator has a copy. I was told I could go to office and see it sometime."

Have seen a copy of our proposal several years ago. Not since that time.

* * * * * * * * * *

Budgetary Revisions and Instructional Salaries

The next table (Table 55) includes information concerning the numbers of school districts who use monies for instructional salaries

and the number of school districts that applied for budgetary revisions.

Table 55

Instructional Salaries and Budget Revisions

MONETARY INFORMATION	REGION EASTERN	CENTRAL	WESTERN	TOTAL
Numbers of Budgetary Revisions	7	7	26	40
Teachers' Salaries	41	26	55	122
Instructional Aide Salaries	19	11	18	48
Coordinator/Administrator Salaries	3	1	2	6
Total No. of Projects	106	111	136	353

(Source of Data: Review of Proposals of Funded Projects from Representative Year 1981-82)

A total of 122 teachers' salaries are partially or completely funded by these projects, posing very interesting questions. If future funds are not available, will the teacher remain? If the teacher does not remain a member of the faculty of the school district, will the current program remain?

Reasons for budgetary revisions are related to the following:

Changed monies from instructional salaries to instructional materials or vice versa (5).

Elimination of field trips (2).

Deleted travel monies—increased instructional materials category.

Transferred monies from one kind of instructional materials section to equipment or vice versa (3).

Shift in priorities.

Use extra monies for instructional materials.

Change in prices from time of program planning to ordering materials.

—Comments and Quotations—

A regional consultant indicated that reasons for districts not taking advantage of entitlement monies were: too little money and is thus not considered worth the effort of the local school districts; and, the local school districts have no confidence that the home economics teachers would know how to use the monies to benefit the program.

One of the Region Chief's recommendations concerning funding were: establish priorities for greater impact on students; and, make funds available only with teacher training and attendance at planned in-service workshops.

There appears to be little if any interaction among consultants to confer with the particular consultant with a background in the particular discipline if problems arise. Of these Regional Consultants who were interviewed, all three of whom had a home economics background, all indicated they had never been contacted by any of the other Consultants concerning the Consumer and Homemaking projects.

An interesting fact: A letter indicating a project withdrawal was placed in the folder of one project. During a telephone interview, the reasons given were a change in priorities of local school districts and lack of availability of local and state match to meet the funding requirements.

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Relationship of Success in the Program and Input from Home Economics Teachers

A relationship exists between input of the teacher in the entire proposal process and program success as related in Table 56.

Table 56

Relationship of Success in the Program and Input from Home Economics Teacher(s)

PROGRAM SUCCESS	NO ANSWER	NO INPUT	SOME INPUT	SUBSTANTIAL INPUT	COMPLETED ENTIRE PROPOSAL	TOTAL
Couldn't Describe or No Answer	4 (1.1%)	4 (1.1%)	1 (0.3%)	1 (0.3%)	0 (0.0%)	9 (5.3%)
Success Limited	0 (0.0%)	11 (3.1%)	11 (3.1%)	6 (1.7%)	9 (2.5%)	37 (10.3%)
Moderate Success	6 (1.7%)	22 (6.1%)	74 (20.7%)	32 (8.9%)	55 (15.4%)	189 (52.8%)
Listed Outstanding Content and Success of Program	1 (0.3%)	9 (2.5%)	30 (8.4%)	29 (8.1%)	41 (11.5%)	113 (31.6%)
TOTALS	21 (5.9%)	46 (12.8%)	117 (32.7%)	68 (19.0%)	106 (29.6%)	358 (100%)

(Source of Data: Questionnaire)

Although not a perfect correlation, there appears to be a significant trend (significant at 0.001 level) connecting teacher input and success of the program. Teacher input into program planning and drafting of the proposal is correlated with more successful programs. In 29 districts (42.6%), teachers provided substantial input and in 41 districts (38.7%) the teacher(s) completed the entire proposal, which correlated with listed outstanding content and success of the program.

Four districts (8.7%) had teacher(s) with no input and 11 districts (23.9%) represented limited success; while only 9 districts (19.6%) where teachers had no input into drafting the proposal were equated with outstanding content and success of the program.

Inconsistency in Enrollment Figures Among Sources

Table 57

Comparison of Number of Students from Information on Proposal Form, Questionnaire, Teacher Records, and VEMIS Report from Selected School Districts

SOURCE OF DATA	1981-82 TOTAL M	TOTAL F	TOTALS
Information on Proposal Form (DEBE-131)	245	951	1,196
Questionnaire	194	518	712
Actual Enrollment Supplied by School District	218	330	548
VEMIS Report	228	777	1.005

(Source of Data: 9 Selected School Districts from In-Depth Data Collection Procedures, Review of Projects, Questionnaire, In-Depth Interview, and VEMIS Report)

Information on project form (DEBE-131) is often a guestimate of projected enrollment based on past performance and current projections (interview with school district personnel).

The VEMIS figure is the most critical one since it is one of the important variables in determining future entitlement figures. Comparing this information with the actual enrollment as supplied by these nine school districts, shows the figures to be inconsistent. The

actual listing of students from school district records numbered 548 in comparison to the VEMIS Report figures which totaled 1,005.

This information is offered to show that at least in some districts, the figures are inconsistent. Whether this is a trend is conjecture and cannot be established by this small a sample.

A suggestion to reduce any discrepancies in figures is to direct that information for VEMIS Report be supplied by classroom teachers.

Do Funds Support Separate Entities or Enrich the Entire Program?

The 39 home economics teachers interviewed in the Study were asked "Do you identify a separate course or program as being supported by Federal monies, or is the entire program affected by usage of these monies?" Table 58 indicates their responses to the question.

Table 58

Funds Support Separate Entity or Enrich Entire Program

	RESPONSE BY HOME ECONOMICS TEACHER(S)	PERCENT
Separate Course	8	(20.5%)
Enriches the Entire Program	30	(76.9%)
Don't Know How Money Is Used	1	(2.6%)
Total	39	(100%)

(Source of Data: In-Depth Data Collection Procedures)

The majority of funds enrich and support the entire program (30 responses; 76.9%). Hopefully the information from this Study will be used to improve these funded projects which impact upon a substantial number of home economics programs.

This information is compiled from 21 selected school districts. From a review of all the funded projects, there is a statewide trend. In a majority of the funded projects, the monies enrich the entire program in comparison to supporting a separate course(s).

Bureau of Vocational Education and Services to Local School Districts

In the next two tables, school administrators respond to the question: "What suggestions could you provide for the State Bureau of Vocational Education to improve the process of preparing these proposals? the Regional office?"

Table 59

Suggestions Concerning Preparation of Proposal

	RESPONSE BY SCHOOL ADMINISTRATOR
None, Process Easy to Follow	22
Process Too Complicated, Simplify Process	1
Select Easier Dates for Notification of Funding	1
Prepare Workshop on Process for Teachers	5
A Lot of Work for the Money the School District Gets Out of It	1
Other	4
Total Responses	34

(Total number of school administrators = 27)

NOTE: No percentages are given since several offered multiple responses.

(Source of Data: Interviews During In-Depth Data Collection Procedures)

By far the greatest number of responses (22) indicate that these school administrators find the process easy to follow. Five suggested preparing workshops on the process for teachers.

—Comments and Quotations—

Possibly institute a three year plan so we don't need to rewrite the proposal, etc., each year.

Separate budget categories for these special teenage parent programs.

Takes too long for approval. Can't spend money initially.

Communications gap between local districts and State level. Need to supply information to classroom teachers.

"Need public relations campaign instituted from Harrisburg to beef up program."

"High technological ventures are blown out of proportion. Students would rather have cooking than computers."

Need ideas and direction for program planning.

Need leadership training.

"Vocational programs are not running to fullest potential. A cut back in funding will add further detrimental effect on current situation."

Simplify VEMIS forms.

Develop computer software.

* * * * * * * * * * *

Table 60

Bureau of Vocational Education's Regional Office

Services to Local School Districts

DESCRIPTION OF SERVICES	RESPONSES BY SCHOOL ADMINISTRATORS
Excellent	15
Provide On-Site Assistance with Program Development	3
Need Services That Were Not Provided	5
Other	2
No Comment	3
Number of Responses	28
Number of Respondents	27

NOTE: One administrator offered more than one response, so no percentages are offered.

(Source of Data: In-Depth Data Collection Procedures)

Fifteen of the 27 school administrators who were interviewed indicated that service to local school districts was "excellent". Five indicated they needed services that were not provided and three indicated a desire for on-site assistance with program development. A review of the preceding Table 60 and comments following this table indicate a desire for ideas and direction in program development with involvement of teachers.

—Comments and Quotations—

Excellent services and assistance in these programs. We have a Consultant with a home economics background.

Suggest proposal writing workshop for regional level, not county by county, where information is shared among districts (2 responses).

On-site visits.

Request new ideas and direction for program development (4 responses).

Mixed messages concerning how funds can be used.

Regional consultants are overworked. No replacement when a consultant retires (6 responses).

Would like someone to assist with academic background in home economics. We need direction for developing our program.

Advice on how to increase enrollment.

Always available. Just pick up the phone and your questions are answered.

Monitoring system is weak.

* * * * * * * * * * *

The number of administrators was 27 representing 21 selected school districts. While this is a small sample of both school administrators and school districts in comparison to the entire State, this information can be viewed as suggestions for consideration by the Bureau of Vocational Education at both the State and Regional levels.

Ideas Concerning Future of Funding

School administrators and teachers were asked to react to the question: "What would happen to your program if federal funds were unavailable for not available at current levels?" The following table is composed of reactions to that question.

Table 61

Predictions of What Would Happen If Current Funding Was Withdrawn

	SCHOOL ADMINISTRATORS	TEACHERS	TOTALS
No new equipment would be purchased	5	15	20
No updated instructional materials	5	17	22
No in-service training would be provided	4	8	12
Current program would not be systematically updated and new courses would not be developed	11	11	22
Little, if any, affect on current program because local district is willing to fund	7	4	11
Failure to fund would destroy current program	10	14	24
No response	1	0	1
Doesn't know	0	7	7
Total Number of Responses	43	76	119
Total Number of Respondents	27	39	66

NOTE: No percentages are given since multiple responses were sometimes offered by respondents.

(Source of Data: In-Depth Data Collection Procedures)

Two items were both selected 22 times each from a tally of all respondents; no updated instructional materials; and current program should not be systematically updated and new courses would not be developed. No new equipment would be purchased, was selected by all respondents 20 times.

There was a pattern of concurrence between teachers and school administrators of what would happen if funds were unavailable.

"What are your further recommendations regarding funding?", was asked to both school administrators and teachers. The information is presented in Table 62.

Table 62

Recommendations Regarding the Future of Funding

	SCHOOL ADMINISTRATORS	TEACHERS	TOTALS
Increase funds	19	21	40
Less restriction on usage of funds	11	13	24
Total funds available are hardly worth the effort to go through the process to qualify for use.	1	1	2
Change from entitlement to competitive process or some combination	2	3	5
Don't know	0	2	2
Other	1	5	6
No response	1	0	1
Total Number of Responses	40	50	90
Total Number of Respondents	27	39	66

NOTE: No percentages are given as respondents often gave more than one response.

(Source of Data: In-Depth Data Collection Procedures)

Again there seems to be concurrences between school administrators and teachers. Forty responses indicated a desire to "increase funding". The next highest response was 24, representing the category of "less restrictions on usage of funds"; the next most frequently

selected response was "more in-service and coordinated direction" with a total of 10 responses.

—Comments and Quotations—

Less restrictions on usage of funds: (1) wish to purchase basic equipment (2 responses); (2) wish to use in food and clothing skill areas; (3) desire to renovate physical plant.

Continue funding at same level.

One school administrator suggested tripling the current funding.

One teacher wished to change ways funds are used at local level.

Funding must continue if program is to survive.

* * * * * * * * * *

The information from Table 61 and Table 62 could be interpreted as dependency upon entitlement monies for supporting consumer and homemaking programs. No new equipment or instructional materials would be purchased if the funds were unavailable according to both school administrators and teachers (Table 61).

The preceding Table 62, indicates a strong desire to both increase funding and reduce restrictions on usage of funds. Numbers of respondents indicated the wish to use funds to replace basic equipment and renovate physical plant. Both indicate dependency upon funds to sustain the existing program.

Monitoring and Accountability

In interviews with three regional consultants, each representing the three regions, and two of the three Chiefs of the Regional Offices, specific information concerning monitoring and accountability procedures was reviewed.

An on-site visitation to one of the three regional offices was conducted to actually review the monitoring and accountability information housed there.

Each consultant monitors each vocational project from assigned school districts within the planning unit. A standard monitoring form is used to record information. According to the review for this Study, comments on the monitoring report consist of one or two sentences including data and person that consultant conferred with during the interview. These statements are brief and undetailed offering little information concerning the project in the process of being completed. The equipment purchased with monies supplied by the project was the most common item mentioned in comparison to information concerning the actual program. These logs consist of one to three notations per project with the most common number of entries being two. The monitoring process is accomplished by on-site visitations to the school districts in question. However, the consultant might confer with the superintendent or federal program coordinator and did not necessarily visit the home economics department and confer with the classroom teacher. One consultant indicated that sometimes actual on-site visitations are supplemented by telephone contacts with the local school districts.

The monitoring process is not vigorous. Since little, if any, information is collected concerning the actual implementation of the program, the information collected has limited usefulness.

The monitoring process does, however, seem to impact on equipment usage. For example, teachers and consultants indicated that video equipment, etc. is often shared with other departments when not used by

the consumer and homemaking teachers. The knowledge that the consultants will be dropping in from time to time does tend to keep that equipment available for the reasons for which it was originally purchased.

Following completion of the project, the person responsible within the local school district, most commonly the proposal writer, completes a standard accountability form. Information concerning the students, and program implementation are requested. The reports are usually several pages in length.

When regional chiefs and consultants were asked how the information on the evaluation reports was used, all said "filed for audit." The reports are checked in, often by a secretary, and placed in individual school district files—"filed for audit."

This section of this Report is devoted exclusively to Funding Procedures. The reader may wish to review that section.

The majority of the resources of the entire Bureau of Vocational Education, including personnel in the State office in Harrisburg and the three regional offices, are diverted to dispensing the entitlement monies to the local school districts. A very comprehensive "how to apply" booklet is prepared each year for usage in applying for all vocational monies including the consumer and homemaking funds. This booklet contains the guidelines, formulas, etc., and is distributed to each school district. Planning meetings are scheduled and held. School districts with the assistance of Regional Consultants prepare the project proposals. Proposals are submitted and a checklist is used to ascertain compliance. If need be, project proposals are rewritten

and again reviewed. Approval letters are written and mailed to districts.

Standard monetary report forms are submitted quarterly. A final budgetary report is submitted.

These procedures, which are extensive, consume a great amount of the professional time of the personnel with the Bureau of Vocational Education. No like amount of time and effort is available to monitoring and/or accountability procedures. One might conclude that the Bureau of Vocational Education spends more time dispensing the monies than monitoring or evaluating what is done with those same monies.

Given the time constraints and limited personnel, the Bureau might wish to examine the entire proposal approval process and the monitoring and accountability processes.

COMPARISON OF INFORMATION FROM STATEWIDE REVIEW OF VOCATIONAL EDUCATION CONSUMER AND HOMEMAKING PROGRAMS AND THE NATIONAL INSTITUTE OF EDUCATION'S NATIONWIDE REVIEW OF CONSUMER AND HOMEMAKING PROGRAMS

The National Institute of Education conducted a review and evaluation of programs funded under the Consumer and Homemaking Education provisions of The Act. The final reports of the study were issued in September, 1981. The reader may wish to review the information concerning the NIE Study which appears on pages 23 through 27 of this Report.

The NIE Study found increases in enrollment in the Consumer and Homemaking Programs. The increase was attributable to the growth in male participation related to the implementation of Title IX of the Civil Rights Act.

In this Study, a slight increase in male participation occurred from 1980-81 when there were 3,577 males enrolled, to a total enrollment of 4,025 for the 1982-83 school year. The years in this current Study represent a three-year period from 1980-83. It is difficult to draw conclusions as to whether this represents a sustained trend toward continued increased enrollment of males in consumer and homemaking courses.

However, over all the increase in total enrollment was fairly substantial. The total for 1980-81 was 57,121 which increased to 64,648 in 1982-83. This trend seems to conform to the information in the NIE Study.

The information in the NIE Study and the Statewide Review of Vocational Education's Consumer and Homemaking Programs also coincide

since the majority of the learners are enrolled in secondary programs in both studies.

The NIE Study indicates that past practices tended to commit local and state funds for maintenance of existing programs and the federal funds often provide the only source of funds available for initiation of new programs. Local educational agencies tended to become dependent upon these federal funds to support existing programs.

The current Study seems to substantiate these findings. Table 61, "Predictions of What Would Happen if Current Funding Was Withdrawn," page 129 and Table 62, "Recommendations Regarding the Future of Funding," page 130 in this Report, seem to demonstrate a dependence upon these funds to sustain existing programs.

The NIE Study indicated that school age parent programs highlighted child development and parenting skills. Within the State of Pennsylvania, these existing funded programs also emphasize child development and parenthood education.

Like the nationwide study, there are few programs designed specifically to meet the needs of young children or inmates of correctional facilities.

In both the nationwide study and this study of Pennsylvania's programs, federal funds provided an important source for financing ancillary services. Ancillary monies targeted for in-service provided an effective means of demonstrating responsiveness to the Act by assisting teachers in the development of programs connected with the overall intent and purpose of the Act.

Pennsylvania has adopted one of three methods of funding patterns discussed in the NIE Study; that is, distributing the monies to all

qualified districts on an entitlement basis. Three of the ten states in the nationwide survey utilized this method. (Pennsylvania was not one of the ten states selected for the NIE Study.)

The NIE Study indicated that the State Supervisor had major responsibilities regarding leadership. Like five of the 10 states in the nationwide review, Pennsylvania has an established practice of providing regional staff to assist local districts.

According to the NIE Study, the autonomy of local school districts can subvent the influence of the State Consumer and Homemaking leadership. Fewer dollars may be an impetus to discourage change.

In this current statewide review of the Consumer and Homemaking Programs, school administrators indicated numerous times that dollars provided by Consumer and Homemaking entitlement monies were so small that it was hardly worth the effort to qualify for their use. The reader may wish to review Table 59, "Suggestions Concerning the Preparation of the Proposal", page 125 and the Comments and Quotations sections on pages 121 and 126.

Several findings in this Statewide Review of Vocational Education's Consumer and Homemaking Programs depart from the NIE Study. There is a significant relationship between teacher participation in in-service training and success of the program.

The lack of teacher input and knowledge concerning the entire process of funding including familiarity with the purpose and intent of the Act as well as funding guidelines was equated in the Study with lack of success in programmatic efforts. Neither was discussed in the NIE Study. However, one must take into account that the overall goals

and objectives of the two studies did not completely overlap, nor were similar data collection methods employed.

CONCLUSIONS

A comprehensive study was designed and conducted to collect information concerning funded Vocational Education Consumer and Homemaking programs for the State Department of Education, State of Pennsylvania.

The information from this study will be used for decisions concerning the future of funding and redirection and improvement of these programs.

The format utilized for the findings and conclusions of this Report is organized using a series of subheadings for the convenience of the reader.

Number of Projects and Funding Categories.

There were a total of 351 funded projects in 1980-81 (338 school district, 6 intermediate unit, and 7 ancillary projects), 361 in 1981-82 (353 school district, 6 intermediate unit, and 2 ancillary projects) and 358 in 1982-83 (349 school district, 6 intermediate unit, and 3 ancillary projects). Among the years, projects were added, dropped, and changed funding categories.

For a total of the three years in the Study, there were 553 projects funded under the "depressed category", while 487 were funded under the "other category", representing a total of 1,058 school district and intermediate unit projects (Table 1, page 35).

The majority of the projects represent "strengthen and expand" compared to "new" efforts (Table 7, page 50).

Program Participants.

The vast majority of the program participants are secondary school students with few adult participants in outreach programs (Table 26, page 83).

The number of males enrolled in the Consumer and Homemaking Programs grew slightly from the 1980-81 to 1982-83 school years. Whether this represents a trend that will be sustained in the future is difficult to determine. However, there is a pattern indicating overall increase in enrollment.

There appears to be a lack of consistency in enrollment figures when comparing a variety of sources: the proposal, questionnaire, school records, and VEMIS report. The actual number of students from school records failed to correlate with the enrollment figure within the VEMIS Report in the nine school districts which provided complete data (Table 57, page 123). Since the VEMIS enrollment figure is an important variable in calculating future entitlement figures, if these districts represent an overall pattern, this discrepancy has important implications.

Who are the students who elect the Consumer and Homemaking classes? The perception of school administrators, guidance counselors, and teachers listed primarily students of average/low academic standing (Table 27, page 85). From an analysis of 9 sets of school records that were made available regarding class ranking of graduates enrolled in these programs, the perceptions appeared to fit the reality. However, it is important to note in the Comments and Quotations sections, the number of times that students and other indicated that there are

scheduling problems if academic, college bound students wish to elect these programs.

Impact of the Program on the Participants

According to the 39 teachers who were interviewed during the in-depth data collection procedures, the impact of these programs was described as preparation for independent living and providing knowledge and skills for creation of a satisfying home and family life (Table 36, page 94). During on-site visitations, students themselves listed preparation for independent living/home and family life as the major outcome of what they were getting out of this class (Table 31, page 90).

In some cases, particularly the teenage parent classes, the Consumer and Homemaking programs provide an opportunity for keeping potential dropouts in school (Table 37, page 96).

Without continued funding, the majority of these programs would not continue to exist in their present form.

Needs, Objectives and Implemented Programs

Of the 21 programs selected for on-site visitation and telephone interviews, 10 projects represented a "high correlation" when comparing needs, objectives, and procedures as planned in the proposal with the implemented program. Ten programs represented "moderate correlation", while one program represented "little or no correlation" (Table 9, page 52).

There was a relationship between programs as outlined in the proposal and the actual implemented programs.

Program Success

The researcher conducted interviews and collected information from 21 selected schools. Of these school districts, 8 programs were judged by the researcher to be "excellent, creative programs," while 5 were "traditional in nature, primarily cooking and sewing." All 21 included concepts connected with all the five areas of home economics. Six of these 39 teachers from the 21 sites discussed innovative teaching ideas. All but one of the teachers liked their jobs, were enthusiastic about their programs, and intimated interest in their students' development.

According to a questionnaire completed by 358 or 88.0% percent of the school districts in the funded projects, 113 programs (31.6%) were classified according to information supplied by the respondents as outstanding programs. One hundred eighty-nine (52.8%) were classified as having moderate success (Table 12, page 57).

Most interestingly, there are significant correlations connecting in-service training with success of the program (Table 17, page 67) and the need for program improvement (Table 18, page 69).

Conversely, there was a significant trend relating lack of teacher in-put into program planning and preparation of the proposal and lack of program success (Table 56, page 122).

Based on the information from this Study, there was a definite link between teachers who participated in in-service training and the creation of successful programs.

Evaluation Procedures

According to the respondents of the questionnaire, the majority of whom were home economics teachers, there was considerable confusion

regarding evaluation of their programs (Table 23, page 79; Table 24, page 80; and Table 25, page 81).

With training, teachers could build evaluation procedures into the program during the planning phase. This information could be useful for implementation of the individual school district projects and provide invaluable information for the future direction of all of these programs.

Attitudes Concerning Home Economics

Since the majority of these funds support and enrich the entire home economics program instead of a separate entity (Table 58, page 124), it is impossible to ignore the overall climate in which the home economics programs, in general, and the Consumer and Homemaking programs, specifically, exist.

School administrators, counselors, and teachers were asked a series of questions relating to the overall attitudes of the administration, faculty, guidance staff and students concerning home economics in their schools (Table 19, page 70). While the majority of the responses indicated a favorable attitude, 81 responses indicated a somewhat less than favorable climate.

Statewide leadership and direction for these programs could assist in creating a more favorable milieu for the full potential development of these programs.

Advisory Council

The usage of an advisory council is stipulated in the funding legislation. A review of the name, membership, and usage of advisory

councils reflects the letter, but not necessarily the intent of the law (Table 41, page 101; and Table 42, page 102).

The Variables of Region and Size

In developing the overall design for this research project, a 9-cell matrix was developed to provide the variables of both region and size to be used for purposive selection of the sites of in-depth data collection.

As a result of the tabulation of information from the questionnaires, there were some apparent trends related to these variables. Success of the program was related to size of districts, with the 153 medium sized districts (54.5%) having more programs in the outstanding category (Table 13, page 58). Also a trend seemed to be established relating size to faculty participation in in-service training with greater participation of middle sized districts, 61 programs (75.5%) (Table 16, page 66).

A trend also seemed to relate success of the program to the variable of Region with 20.9 percent categorized as "moderate success" and 14.2% with "outstanding success" of the Western Region (Table 12, page 57).

Programs in the Western Region selected the Governor's Guiding Principles more frequently than the other regions (Table 44, page 110).

The reader should note that overall there are more programs in the Western Region and more programs of medium size (Table 2, page 38).

This information may be of interest to the Bureau of Vocational Education who provide services to the individual school districts.

However, the most interesting and productive information from the Study relating to the overall redirection and improvement of the

Consumer and Homemaking Programs were not related to these variables. This information is related to the significant correlation of in-service training to program success and the need for improvement of the programs.

Monitoring and Accountability

Preceding the time frame of this Study, changes occurred in the staffing of the Bureau of Vocational education, particularly at the Regional level. Job descriptions changed consultants from specialists who delivered services related to their academic expertise to generalists who serve school districts in county planning units and provide services related to all vocational education programs. Most of the available time is allocated to the entire proposal preparation and approval process leaving little for monitoring, accountability and evaluation.

Currently, the monitoring system is lacking in vigor, collecting little useful information directly relating to programmatic activities.

School districts complete accountability reports utilizing standardized forms. The completed reports are simply filed in the appropriate school district folders—"filed for audit." The information is not used to provide evaluation information that might be useful for program improvement.

Communication Gaps

Communication gaps exist within the Bureau of Vocational Education and the individual school districts.

There appears to be little coordination of these programs from County to County within a single Region and among all three Regions.

There appears to be no single person within the State Vocational Educational network that deals with all phases of these programs: proposal planning; preparation and approval; budgetary revisions; monitoring and accountability; and evaluation.

Within individual school districts there are numerous examples of communication problems. For example, home economics teachers were asked to complete the questionnaire. Of the 358 questionnaires returned, 44.6 percent were completed by people with other job titles (Table 5, page 47).

The researcher received three phone calls from school district administrators stating that their teachers could not possible complete the questionnaire because the district used the money for salaries and the faculty was unaware they had a funded program.

Of 39 teachers interviewed, 14 indicated that they never see a copy of the guidelines and were unfamiliar with the process of applying for and utilization of the Consumer and Homemaking Funds, while 13 indicated they never received a copy of the proposal (Table 54, page 118).

Conforming to Purpose and Intent of Funding Legislation and Overall Trust for Vocational Education in Pennsylvania

Two sections of this Report are devoted to the relationship of the Consumer and Homemaking programs to the purpose and intent of the act (pages 97-103) and the contribution of these programs to the overall strategy for Vocational Education for the State of Pennsylvania (page 103-112).

The Consumer and Homemaking programs also contribute to the overall strategy for Vocational Education as outlined in the Five Year Plan

Usage of Funds and Need for Continuation of Funding

Overall, the Study revealed no gross misusage of funds. The monies were allocated according to the Budgetary Sections in the approved proposals and conform to the guidelines for funding of these programs (Table 8, page 51).

Teachers and school administrators indicated that current programs would not be updated and no new instructional equipment or materials would be purchased if funding was unavailable in the future (Table 61, page 129 and Table 62, page 130).

One hundred twenty-two teacher salaries are partially or completely funded by these monies (Table 55, page 120).

The conclusion is obvious. The school districts have become dependent upon the entitlement monies for maintenance of existing programs and failure to fund would impact adversly upon the future development of these programs.

Priorities for consideration include:

1. In-service training for teachers was correlated significantly with success of the program and the need for program improvement. A statewide system of in-service training should be established and one of the criteria for funding should be attendance at these workshops. Refer to Recommendations Section for ideas for in-service training based on the information collected for this report.

2. Teachers that are involved in the program planning and preparation of the proposal tended to create more successful programs. Encourage teacher involvement, including knowledge of the purpose and

intent of the legislation, funding guidelines, drafting of the needs, objectives and procedures sections of the proposal.

3. A recurrent theme through this Study is the need for statewide leadership and direction for these programs.

According to the NIE Nationwide Study of Consumer and Homemaking programs, responsiveness to the funding legislation was affected by: the extent to which Consumer and Homemaking Education is integrated in the State's entire vocational education administrative structure; and the extent to which the goals of the Consumer and Homemaking programs are part of the overall consensus of the Consumer and Homemaking network (primarily composed of secondary school teachers, teacher educators, and State Vocational representatives). Change is more likely to occur when the recommended changes are supported by the network and the goals, purposes, and intent of the legislation receive positive support in the local education agencies.

RECOMMENDATIONS

The recommendations are placed into categories for the benefit of the reader and to make usage more efficient.

Recommendations Concerning Continuation of Funding

The impact on students as described by school administrators, teachers, and students is equated with preparation for independent living and preparation for creation of satisfying home and family life. In some cases, especially the teenage parent programs, these funded projects provide the impetus to keeping a potential dropout in school until graduation.

The Consumer and Homemaking Programs conform to the guidelines which are related to the purpose and intent of the Act and do contribute to the overall trust of Vocational Education for the State of Pennsylvania.

Suggestion: Serious consideration should be given to continuing the funding since the districts indicate that failure to fund would destroy the current programs or lead to lack of updating of the program, including updating of instructional materials, in the future.

Funding Procedures

The entitlement process of distributing funds over time in this Program has both encouraged wider distribution of funds in school districts throughout the State and supported a wide variety of consumer and homemaking programs. However, the very term itself, "entitlement", portrays ownership and does not encourage the vigorous usage of the

creative program planning and evaluation capabilities of the local school districts.

Suggestion:

1. A thorough review of all positive and negative implications of an entitlement vs. a competitive process should be conducted by the Bureau of Vocational Education. Such a review will provide information for equitable distribution of these funds in the future.

2. A system of partial entitlement and competitive process might be developed for funding procedures, especially in lieu of scarcity of funding predicted for the future.

3. Another alternative might be a funding process of entitlement using similar funding variables based on a time pattern. Each qualifying district would have these funds available on a rotating three-year basis. One-third of all districts in each region would participate in a three-year program. The first year of this period could be spent in program planning to update the existing curriculum, selecting instructional materials, and staff training. The second year would be for program implementation. In-service during the third year would emphasize program evaluation and program continuation until the next cycle of funding.

This would provide greater continuity and more time for the program specialists and regional consultants to provide in-depth, on-site assistance to local school districts. The total amount of money available for each local school district would be greater. Such a system could provide intensive program update every nine years with skills for continuation of programs during non-participation years of the cycle.

Proposal Process

1. Findings from an analysis of the completed questionnaire indicate that only one-half of the proposals were actually written by home economics teachers. Since a number of teachers indicate during on-site and telephone interviews that they had never received a copy of the completed proposal and since it seems reasonable to assume that one can fulfill the program objectives and stated program procedures more adequately if a copy of the proposal is made available, encourage the teaching staff to have a copy for their use in developing the program.

Suggestion: Encourage administrators in local school system to share a copy of the proposal with the teaching faculty.

2. The study indicates significant statistical differences relating in-service training and outstanding program success and the need for program improvement. Therefore, in-service training is highly recommended to optimize program success and decrease the need for improvement.

Suggestion: Mandate attendance at Pennsylvania Department of Education in-service training as part of the requirements to receive funding for these programs.

3. The monitoring system is inconsistent and haphazard and frequently lacks actual observation of program activity as observed in on-site visit to regional office and interviews with regional chiefs and consultants.

Suggestion: Develop a standard procedures and recordkeeping system with actual on-site observation of program activity.

4. Accountability reports are filed in the Regional Offices but never are read or used as a tool for program improvement according to interviews with Regional Chiefs and Vocational Consultants.

Suggestion: Revamp the accountability format and use evaluation information as a tool in future program planning and program improvement.

Suggestion: Train teachers to build evaluation components into the program during the program planning stages.

Advisory Council

A review of the minutes of activities of the various Advisory Councils indicated the majority either held meetings and informed the Committee of the proposed program or simply voted on the prepared proposal.

A tabulation of the membership of the listing of Advisory Councils from a review of proposals using 1981-82 data reveals as many or more persons connected with the school than actual representatives of the community.

The usage of the Advisory Council fulfills the letter, but not necessarily the intent of the law.

Suggestion: Design in-service training for suggestions of whom to serve on the committee, how to conduct an advisory council meeting, and concrete strategies for use and input from the Advisory Council.

VEMIS Report

A review of information from the questionnaire, tabulation of information on cover sheet of the proposal for years 1981-82, and the

figures of the Pennsylvania Department of Education VEMIS Report, indicates inconsistency in reporting number of program participants.

Suggestion: Since the figures of classroom enrollment is one of the major variables in establishing the entitlement figure, suggest the figures of actual enrollment by supplied by the teaching faculty.

Ancillary Monies

From on-site or telephone interviews, teachers indicated that they had failed to receive notification of in-service training or failed to receive an invitation to attend in sufficient time to accommodate local school district approval. Interviews with Regional Consultants also expressed concerns with time, scheduling, and lack of consensus for Statewide versus Regional workshops.

The usage of the ancillary monies could be strengthened by a Statewide Needs Assessment.

Suggestion: Design a simple needs assessment instrument to be completed at the time of project submission to be completed by the home economics teachers/department representative and to be signed by such persons. An analysis of this needs assessment plus the information and suggestions in the Study, should be the basis of designing future in-service programs.

Suggestions for Topics for Future In-Service Meetings:

1. Explanation of criteria for approved projects program planning:

— Needs Assessment
— Objectives
— Procedures
— Budgetary Decision
— Purpose and Intent of the Act
— Writing of the Proposal

2. Techniques and skills for program evaluation.
3. Creative usage of advisory councils.
4. Statewide program direction.

Improvements and Redirection of These Programs

In lieu of the new curriculum regulations and information from this Study which indicates a strong need for leadership providing direction for the Consumer and Homemaking programs, develop a strong Statewide direction for program development.

Suggestion: Form consensus concerning desired future direction for development of these programs.

Suggestion: Formulate a policy paper drafted by a committee of teachers, administrators, representatives from advisory councils, and representative of Regional Offices.

Suggestion: Provide suggestions for course development and curriculum update and redesign.

Suggestion: Develop useful materials to be used in classroom instruction to support existing scope and sequence.

Suggestion: Provide opportunities for sharing of resources and program ideas for classroom teachers.

Suggestion: Identify exemplary projects and provide opportunities to share program ideas with others. Provide assistance to replicate programs in other school districts.

Suggestion: Where no exemplary projects exist to represent desired direction for future development of these programs, design and field test pilot programs.

Suggestion: Update and utilize the values curriculum developed under ancillary grant by The Pennsylvania State University.

DISSEMINATION

The abstract which appears as one of the front pages of this Report, would be ideal for disseminating information concerning this study of the Vocational Education Consumer and Homemaking Programs.

A special one-page handout was developed specifically by the researcher to be provided to school districts.

This Report should become a kind of needs assessment document and blue print for the improvement and redirection of these programs. Detailed suggestions for using this Report in that fashion appear in the Recommendations section of this Report.

The information has direct implications for the kind and type of services provided by the Bureau of Vocational Education to local school districts.

IDEAS FOR FUTURE RESEARCH

To add to the body of knowledge concerning impact of these programs, a detailed longitudinal study should be designed to track graduates over time. School districts, if they collect any data at all, typically conduct a survey of graduates one year after graduating. Information collected includes such things as type of training, types of educational experience selected, if they are married, etc.

This type of research is difficult. Refer to methodology section for a discussion of some roadblocks to success when attempting to collect information from graduates of these programs.

A graduate student enrolled in a home economics doctoral program might consider such a study as a research project. To make the project attractive, the Bureau of Vocational Education might consider offering a stipend. This would help to finance the education of a future professional and greatly reduce the cost of the research.

If in-service programs are implemented as suggested in the recommendations section, another interesting project would be to do an in-depth study of the types of programs the teachers who participate actually develop. Are the programs as developed by the teachers connected to the in-service training they received?

Guidance counselors are key people since they are intimately involved in the scheduling process. Numbers of teachers and students indicated there were scheduling problems in their schools. Guidance counselors' perceptions and attitudes concerning these programs might

be a subject for a research project. Such information could provide a base of information for designing in-service programs.

Other areas of future research might include: (1) in-depth study of young school age parents who enroll in the teenage parent programs compared to a control group of those who do not choose to participate; (2) a longitudinal study of male graduates. Are their marriage roles more egalitarian as a result of participating in these courses?; and (3) a study to identify the specific characteristics of the teacher who designed and received support for truly innovative programs compared to counterpart who resisted change and maintained the status quo.

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CORRESPONDENCE

DR. SALLY A. SUTTER
Educational Consultant

120 Ruskin Drive
Altoona, PA 16602

814 942-9787
814 695-7577

April 5, 1984

Dr. Carroll A. Curtis
Research Coordinating Unit for
Vocational Education
Department of Education
330 Market Street
PO Box 911
Harrisburg, PA 17108

Dear Dr. Curtis:

This letter is to confirm my discussion with you, Carolyn Kratz, and others concerning the change in years to be evaluated for the Consumer and Homemaking Program Evaluation.

The original years were:

1979-1980
1980-1981
1981-1982

Following our discussion concerning the improvement of correcting impact data from students, the years to be reviewed are now:

1980-1981
1981-1982
1982-1983

Thank you for your cooperation in this matter.

Sincerely,

Sally A. Sutter
Educational Consultant

ls

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
P. O. BOX 911
HARRISBURG, PA 17108

April 30, 1984

Dear Superintendent:

The Bureau of Vocational Education, Pennsylvania Department of Education, has contracted with an independent researcher to assess the impact of programs for consumer and homemaking supported by the Bureau.

This researcher, Dr. Sally A. Sutter, has developed the enclosed questionnaire that we are asking to be completed by the Home Economics Faculty. Please cooperate with the effort by referring this questionnaire to the appropriate staff member. Since the questionnaire will take only a few minutes, Dr. Sutter is asking that it be completed by May 17, 1984 and returned in the enclosed pre-addressed envelope.

If assistance is needed with the questionnaire, please call the researcher at (814) 942-9787 or (814) 695-7577.

Your cooperation in this study is greatly appreciated.

Sincerely,

Jerry C. Olson
State Director of Vocational Education

JCO/CAC/dlr

Enclosures

DR. SALLY A. SUTTER
Educational Consultant

120 Ruskin Drive
Altoona, PA 16602

814 942-9787
814 695-7577

May 11, 1984

(Superintendent)
(School Address)

Dear :

Recently I completed an on-site visitation at your school to collect information for the state-wide review of Vocational Education's Consumer and Homemaking Programs.

My day was well organized by your staff and I was able to complete my work as scheduled.

As an independent educational consultant, I provide a variety of services to educational agencies: needs assessment, management training, team building/quality circles, communication skills, program planning, and evaluation and personnel appraisal. I have enclosed a brochure describing some of the services I provide.

If I can be of any service to you or your school district, please contact me.

Again, thank you for a pleasant day visiting your school.

Sincerely,

Sally A. Sutter
Educational Consultant

ls

Enclosure

DR. SALLY A. SUTTER
Educational Consultant

120 Ruskin Drive
Altoona, PA 16602

814 942-9787
814 695-7577

May 11, 1984

(Administrator)
(School Address)

Dear :

Thank you so much for sharing your knowledge concerning the Consumer and Homemaking Program in your school.

This information will be used as part of the current research of Vocational Education's Consumer and Homemaking Programs.

Your assistance in the data collection phase of the evaluation model developed for the process was much appreciated.

Thank you again for your cooperation.

Sincerely

Sally A. Sutter
Educational Consltant

ls

DR. SALLY A. SUTTER
Educational Consultant

120 Ruskin Drive
Altoona, PA 16602

814 942-9787
814 695-7577

May 11, 1984

(Guidance Counselor)
(School Address)

Dear :

Recently you and I had an opportunity to discuss the funded Consumer and Homemaking Program provided by your school. This information is being collected as part of the evaluation model for a state-wide review of Vocational Education's Consumer and Homemaking Programs.

Thank you for your time and sharing your knowledge with me. Your cooperation was much appreciated.

Sincerely,

Sally A. Sutter

ls

DR. SALLY A. SUTTER
Educational Consultant

120 Ruskin Drive
Altoona, PA 16602

814 942-9787
814 695-7577

May 11, 1984

(Home Economics Teacher)
(School Address)

Dear :

As you are aware from our recent conversation, currently a research project is being conducted concerning Vocational Education's Consumer and Homemaking Programs. The information you shared concerning your local funded program is part of that state-wide review process.

I appreciated your taking time from your busy day to chat about your program.

Thank you again for your cooperation.

Good luck to you in your future endeavors in you school district.

Sincerely,

Sally A. Sutter
Educational Consultant

ls

DR. SALLY A. SUTTER
Educational Consultant

120 Ruskin Drive
Altoona, PA 16602

814 942-9787
814 695-7577

May 11, 1984

(Home Economics Teacher)
(School Address)

Dear :

Thank you for sharing some information about your Consumer and Homemaking Program with me.

Since I am also a home economist, it is always pleasant to visit with another professional.

Thank you again for your cooperation.

Have a pleasant and productive day.

Sincerely,

Sally A. Sutter
Educational Consultant

ls

FUNDING PROCEDURE INFORMATION

FUNDING PROCEDURES

To be eligible to receive funds for programs financed under the Act, the following is an encapsulated review of general requirements:

A. Utilization and Control of Federal Funds

1. Each applicant for the use of federal funds is approved by a formal contract. The contract is approved for one year with no commitment to continue funding for subsequent years.
2. The recipient is responsible to utilize those funds for the purposes provided in the Act.

B. Funding of Federal Contracts

1. Contracts of $10,000 or less will be paid 80 percent of their approved allocation in one lump payment. All other projects are placed on a system of payments. These monthly payments are determined by deducting 20 percent of the allocation and dividing by the number of months in the life of the contract.
2. Upon completion of the project, the recipient of the funds completes the final reimbursement forms (DEBE 1360 series). Final payment and adjustment will then be made from the 20 percent of the withheld allocation.
3. Reimbursement cannot exceed the total approved amount of federal funds.
4. Rates for employee fringe benefits must be those mandated by the agency. A cost breakdown by type of fringe benefit, amount and rate must be provided for each individual employee involved in the project.

5. Indirect costs are approved in all parts of the Act and are computed only on the federal share of the expenditures. A standard formula is utilized and final explanation of indirect costs is contained in Basic Education Circular 35-77, dated August 17, 1977.

6. Co-mingling of federal, state, and local funds is not permitted. Federal funds must be identifiable within the regular accounting system.

C. Cash Management and Interest Earned on Federal Funds

1. Recipients having cash on hand for more than 30 days must notify the Comptroller's office.

2. Sums of federal monies (in excess of $10,000) not needed for disbursement are to be invested. Interest earned on those investments shall be refunded to the State at completion of the contract.

3. If the Comptroller's office determines that sound financial management practices have not been followed, future programs may be declared ineligible.

4. Standard banking procedures may be used without separate bank accounts.

D. Quarterly Reconciliation of Cash on Hand--DEBE 105

Projects in excess of $10,000 are required to complete standard quarterly financial reports during the life of the contract.

E. Maintenance of Effort--DEBE 1805

1. No payments will be made unless the local educational agency provides certification that their combined fiscal

effort for vocational education on a per-student basis or total program expenditures is being maintained or exceeded. This determination is made from non-federal funds (state and local) for the two preceding years.

2. The five percent rule indicates that the total fiscal effort for vocational education in the first preceding fiscal year shall not be reduced from the second preceding year by more than five percent. Provisions are made for unusual circumstances under the rule by that name.
3. A separate certification of "maintenance of effort" (DEBE 1805) is required for each fiscal year. This form is filed to establish eligibility prior to submission.
4. The State and local funds are subject to the conditions and requirements of the Act regulations, five-year State Plan, and the annual program plan.
5. Only actual experditures of local funds will be accepted for the local matching and maintenance of effort requirements. In kind contributions cannot be used. Matching funds must be reported on the DEBE 1360 Series forms.

F. Assurance of Eligible Recipients

1. Each local education agency applying for federal funds shall establish and utilize an Advisory Council.

   The intent of the local Advisory Council is to assist the local educational agency in providing advice concerning relevance of the curriculum and course content. Advisory Councils also provide needed input concerning

skills and competencies required for success in current employment related to specific academic areas.

According to the Act, the Local Advisory Council shall be composed of numbers of the general public representing business and labor and industry, with inclusion of both sexes and appropriate numbers of racial and ethnic minorities found in the area that the Council serves.

To be eligible for Consumer and Homemaking Education Funding, the Local Advisory Council shall include a recent graduate who is now a homemaker or a professional home economist who is presently employed in the field.

The names, occupations, sex, and indication of representation from local minorities in the area served, is included on a standardized form included with the proposal.

When submitting an application for funds, the proposal shall reflect appropriate consultation with the Local Advisory Council.

The minutes of the Local Advisory Council are enclosed with the proposal at time of submission for funding.

2. Federal Funds will be used to supplement and not supplant state or local funding.
3. The local educational agency shall provide and show evidence of compliance with the following during monitoring visit or audit:

   a. Title VI of the Civil Rights Act of 1964 (P.L. 88-352)

   b. Title IX of the Education Amendments of 1972

c. Handicapped Act as amended by (P.L. 94-142) Education of all Handicapped Children Act of 1975

G. Application Forms--General Information

All applications must adhere to all requirements of the Act and guideline requirements. Five copies of the proposal (original + four) must be submitted. However, only three copies of the official contract are necessary (Vocational Technical Education Programs, 1979-80, 1980-81, 1981-82) (Vocational Education Guidelines for the Application of Federal Funds, 1981).

FUNDING FORMULA

The State Board of Education has determined the most effective means of equitably distributing Federal Vocational Education funds throughout the Commonwealth under provisions of (1) the Education Amendments of 1976 (P.L. 94-482); (2) Federal Regulations Vo. 42, No. 191—Monday, October 3, 1977); (3) the School Laws of Pennsylvania; and (4) Commonwealth of Pennsylvania; and (4) Commonwealth regulations and standards.

The Entitlement Method

The Annual Announcement of Available Funds will specify the types of funds available for school district entitlements. Only public school districts will be eligible to receive an entitlement of funds for selected purposes of the Act. Area Vocational-Technical schools and Intermediate Units may participate only through individual or collective assignments of selected funds entitled to school districts.

Consumer and Homemaking Programs—Section 150 comprise one of the various categories for funding under the Act.

Eligibility lists are generated annually and published in the Vocational Education Guidelines for the Application of Federal Funds annually.

Consumer and Homemaking Programs Formula for Funding follows:

(MOST CURRENT DATA AVAILABLE)

$$\text{Entitlement}_j = DV_j \times \text{Total \$}$$

where: $$DV_j = \frac{TP_j}{TPE}$$

and: $$TP_j = C\&H\ E_j \quad (RATP_j \times .30) + (LIF_j \times .30) + (EDA_j \times .15) + {}^{j}(C\&H\ ER_j \times .10) + (NP_j \times .15)$$

where: $RATP_j = \frac{MV_j}{POP_j}$ (-5sd = 10, 5sd = 10)

$LIF_j = \frac{AFDC_j + TITLE\ I_j}{2}$ (-5sd = 0, 5sd = 10)

$EDA_j = \frac{UR_j + AR_j}{2}$ (-5sd = 0, 5sd = 10)

$AR_j = (MVAR_j \times .6) + (PIAR_j \times .4)$

$MVAR_j = 1 - \frac{MV_j/WADM_j}{MV/WADM} \times .5$

$PIAR_j = 1 - \frac{PI_j/WADM_j}{PI/WADM} \times .5$

$C\&H\ ER_j = \frac{C\&H\ E_j}{Enroll\ 9\text{-}12_j}$ (-5sd = 0, 5sd = 10)

and where: sd = Standard Deviation

Definition of Variables

$AFDC_j$ —a decimal fraction (Aid to Families with Dependent Children). One measure used to estimate the concentration of low income families in a school district. It is calculated by dividing the number of children in families receiving grants of $2,000 or more under Title IV of the Federal Social Security Act by the total population in the school district.

AR_j —a decimal fraction (Aid Ratio). One measure used to estimate how economically depressed a school district is Specifically, it is the disparity of the distribution of wealth in the state. It is calculated by dividing a district's measure of wealth per WADM by the state wealth for all WADM's.

$C\&H\ E_j$ —The average daily membership within a school district enrolled in approved vocational Consumer and Homemaking education programs.

$C\&H\ ER_j$ —a decimal fraction (Consumer and Homemaking education ratio). A measure of effort to provide vocational Consumer and Homemaking Education. It is calculated by dividing the average daily membership of Consumer and

Homemaking students by the enrollment of the school district in grades 9-12.

DV_j —a decimal fraction (Decimal Value). The school district's proportional share of the funds available for distribution.

EDA_j —a decimal fraction (Economically Depressed Area). A measure of how economically depressed a school district is. It is calculated by dividing the rating earned for AR and the unemployment rate by two.

$Enroll\ 9\text{-}12_j$ —the enrollment of the school district in grades 9-12.

$Entitlement_j$ —The entitlement earned by the school district from the funds available for distribution.

LIF_j —a decimal fraction (Low-Income Families). A measure of low-income family concentration. It is calculated by dividing the rating earned for AFDC and Title I children by two.

MV_j —The market values of all taxable real property in a school district as certified by the Pennsylvania State Tax Equalization Board.

$MVAR_j$ —a decimal fraction (Market Value Aid Ratio). A measure of the disparity in the distribution of wealth in the state. It is calculated in part by dividing the school district's per-pupil market value by the state-wide market value per pupil.

NP_j —A value of 5 (five) points for a new program; a value of 0 (zero) points for continuing, revised or expanded programs. New program is defined as follows:

1. For Skill-Development Training — The approved application would result in one or more curriculums added to the VEMIS legal curriculum file for the school district (or AVTS if the entitlement is assigned.)

2. For Support Services — The approved application would result in a program, service or activity not previously offered by the applicant.

PI_j —The identified personal income of a school district.

$PIAR_j$ —a decimal fraction (Personal Income Aid Ratio). A measure of the disparity in the distribution of wealth in the state. It is calculated by dividing the school district's per pupil identified resident personal income by the state's per pupil resident personal income.

POP_j —The 1970 population of the school district.

$RATP_j$ —a decimal fraction (Relative Ability To Pay). A measure of the relative ability to pay for vocational education. It is calculated by dividing the market value of a school district by the total population of the school district.

$TITLE\ I_j$ —a decimal fraction (Title I Variable Components). One measure used to establish the concentration of low income families. It is calculated by dividing the number of children eligible for Title I by the population of the school district. Eligibility is defined as (1) those children from families receiving cash grants of $516 per month (1978–79 definition), (2) children of families defined as poor according to the Orshanski formula, (3) foster children under the care of the county children's services, (4) neglected children who are institutionalized, and (5) institutionalized delinquent children.

TP_j —The total number of points earned by a school district.

TPE —The sum of all points earned by a school district.

UR_j —a decimal fraction (Unemployment Rate). One measure used to estimate how economically depressed an area is. Specifically, it is the unemployment rate of the county in which the major proportion of the school district is located.

$WADM_j$ —Weighted average daily membership of a school district. Average daily membership weighted to more nearly reflect the true cost of educating students at different levels. If kindergarten students are enrolled only half time, the number is multiplied by .50. Also, the state has determined it costs more to educate secondary students than it does elementary. For this reason secondary enrollments are multiplied by 1.36.

The distribution of federal funds (matching) will be based on the local educational agencies position using the following formula for master ranking to establish matching requirements.

(MOST CURRENT DATA AVAILABLE)

$$TP_j = (RATP_j) + (LIF_j)$$

Definition of Variables

All variables expressed in this formula are the same as in Formula 1 except that:

For AVTS and IU ranking, the total points will be the average points earned by the school districts within the attendance areas weighted by the average daily membership in approved vocational education (excluding Consumer and Homemaking Education) within the school district in grades 10-12 according to the following formula:

$$RP_i = (TP_j \times (VE_j - VE))$$

where:

i = AVTS or IU,

and

ve = the sum of the average daily membership in vocational education (excluding Consumer and Homemaking Education) in the participating school districts in grades 10-12,

and

RP_i = the weighted rating points for the AVTS or IU.

Figures for the list of master ranking for Consumer and Homemaking Programs are published in the appendix of the annual announcement on an annual basis.

The formula variable source for Consumer and Homemaking Enrollment is Vocational Education Management Information System (VEMIS), Bureau of Information System, Pennsylvania Department of Education.

GUIDELINES FOR ENTITLEMENT MONIES FOR
CONSUMER AND HOMEMAKING PROGRAMS

Local educational agencies (LEA's) may apply for entitlement funds under Consumer and Homemaking Program Section 150 of the Act.

The purpose, qualifications, eligibility requirements, etc. are addressed in the following review of The Guidelines for these Funds for the Years in the Study.

Sections of the guidelines for entitlement funds for Consumer and Homemaking Programs are the same for all three of the funding years which were studied during this research project: 1980-81; 1981-82; and 1982-83. These sections of the guidelines follow:

a. Purpose

Consumer and Homemaking entitlements to LEA's must be used to strengthen, expand, or initiate useful home economics programs which give greater emphasis in the subject matter areas of family living and parenthood education, consumer education and nutrition.

b. Qualifications

(1) Approved vocational education programs as per VEMIS Legal Curriculum File. (Secondary Programs)

(2) Priorities for the use of federal funds are in the areas of:

(a) Human Development, Child Care and Parenthood Education

(b) Nutrition from infancy to the elderly

(c) Consumer education--Management of resources

(3) These subject matter areas shall give major emphasis to one of the following:

(a) Encourage participation of both males and females to prepare for combining the roles of homemaker and wage earner, stressing the importance of home management.

(b) Encourage elimination of sex-stereotyping in consumer and homemaking education by promoting programs which deal with increased numbers of women working outside the

home and increased numbers of men assuming homemaking responsibilities. Changing appropriate Federal and State laws relating to equal opportunity in education and employment.

(c) Give greater consideration to economic, social and cultural conditions and needs especially in economically depressed areas. Where appropriate, such courses may include bilingual instruction.

(d) Encourage outreach programs in communities for youth and adults giving consideration to special needs such as but not limited to: (1) aged, (2) young children, (3) school age parents, (4) single parents, (5) handicapped persons, (6) educationally disadvantaged persons and (7) programs providing services for courts and correctional institutions.

(e) Prepare males and females who have entered or are preparing to enter the work of the home.

(f) Emphasize consumer education, management of resources, promotion of nutritional knowledge and parenthood education to meet the current societal needs.

(4) Programs below the ninth grade are <u>ineligible</u> for funding.

c. Eligible Expenditures

(1) Instructional Salaries and Benefits

(a) Time beyond the regular contracts for the preparation of new areas of emphasis, may not exceed 25 hours per teacher.

(2) Instructional equipment
(3) Instructional supplies
(4) Rental of facilities
(5) Field trips
(6) Resource persons
(7) Teacher Travel

d. Matching Requirements - See Appendix L, "Maximum Federal Support Levels," and Appendix D, eligible list economically depressed areas.

e. Application

(1) Signed Contract
(2) DEBE Form 131A
(3) Proposal
(a) Proposal Outline

I. Describe need for the subject matter area being emphasized.

II. State and major objectives of the application and how they relate to the area of special emphasis.

III. Procedure - Describe the steps to be used to achieve the major objectives of the application.

IV. Personnel - Name of individual and type of certification.

V. Budget--Instructional materials are to be grouped according to subject matter area. Specific titles are not to be used.

Example:

Consumer Education - Management of Resources

	Local	Federal	Total
Filmstrips	_____	_____	_____
Booklets	_____	_____	_____
Pamphlets	_____	_____	_____
Film loops	_____	_____	_____
Kits	_____	_____	_____

*Budget sheets must include local, federal and total columns.

(4) Attachments

(a) Handicapped statement (when applicable)
(b) List of Advisory Council members including names, addresses, and affiliation.
(c) Minutes of the Advisory Council meeting recording the consultation for the development of application.
(d) Describe on school letterhead how the agency policy, regarding sex bias, stereotyping and discrimination, applies to this application, and will encourage the enrollment of students in programs non-traditional to their sex.

Eligible expenditures (section c), matching requirements (section d) and application (section e) have exactly the same wording for the 1980-81 and 1981-82 years.

However, the 1982-83 funding year has the following changes in section c, d, and e:

c. Eligible Expenditures

(1) Instructional salaries and benefits (Home Economics Certification Required).

(a) Time beyond the regular contract is fundable for attendance at Bureau of Vocational Education, sponsored Statewide Home Economics in-service workshops only.

(b) Time may not exceed 25 hours per teacher.

(2) Instructional equipment related to project objectives and quantity specified. A specific exclusion of equipment in this category is the purchase of microwave ovens and mini computers as confirmed by a U.S. Office of Education communication dated October 15, 1980.

(3) Instructional supplies related to project objectives.

(4) Rental of facilities - place needs to be identified.

(5) Field trips - if related to project objectives.

(6) Resource person - an individual who speaks to the home economics class. This individual should add strength and depth to the instructional program.

(7) Teacher Travel - only travel related to project objectives. Travel* (including subsistence) to statewide Home Economics workshops may be put on project. State rate will be accepted as maximum.

Subsistence rates:

Lodging	$23.00 and $27.00 (in cities)		
Meals	$18.00 a day	Breakfast	$ 3.00
		Lunch	$ 5.00
		Dinner	$10.00

*Travel reported on project may not be reported on VEMIS DEBE 752.

d. Matching Requirements - See Appendix L, "Maximum Federal Support Levels," and Appendix D, eligible list economically depressed areas.

e. Application

(1) Signed Contract
(2) DEBE Form 131A
(3) Proposal
(a) Proposal Outline

I. Describe need* for the subject matter area being emphasized.
*If need speaks to serving handicapped students, refer to Qualifications Section under programs for handicapped.

II. State and major objectives of the application and how they relate to the area of special emphasis.

III. Procedure - Describe the steps to be used to achieve the major objectives of the application.

IV. Personnel - Name of individual and certification.

V. Budget sheets must include local, federal and total columns. Instructional materials are to be grouped according to subject matter areas. Specific titles are not to be used. Example:

Consumer Education-Management of Resources

	Local	Federal	Total
Filmstrips	_____	_____	_____
Booklets	_____	_____	_____
Pamphlets	_____	_____	_____
Film loops	_____	_____	_____
Kits	_____	_____	_____

(4) Attachments

(a) Section 504 Checklist (when applicable)
(b) List of Advisory Council members including names, addresses, and affiliation.
(c) Minutes of the Advisory Council meeting recording the consultation for the development of application.
(d) Describe on school letterhead how the agency policy, regarding sex bias, stereotyping and discrimination, applies to this application, and will encourage the enrollment of students in programs non-traditional to their sex.

Sections I, II, III, IV, and V also have exactly the same wording for the 1980-81 and 1981-82 funding years.

The 1982-83 funding years contain changes in these same sections as noted above.

FUNDING PROCEDURES AND GUIDELINES FOR CONSUMER AND HOMEMAKING ANCILLARY SERVICES SUBPART 5—SECTION 150

This Section of the Act provides for ancillary services designed to assure the quality of all homemaking programs. Ancillary services can include teacher training and supervision, curriculum development, research, program evaluation, special demonstrations, and experimental programs, development of instructional materials, exemplary projects, provision for equipment, and State administration and leadership.

The guidelines for the Consumer and Homemaking—Ancillary Services, Subpart 5—Section 150, follow:

These funds will be used for activities which enhance the quality of useful home economics.

a. Purpose

(1) Activities may include -

(a) In-service workshops
(b) Advisory committee
(c) Curriculum development

b. Qualifications

These activities will be by invitation only.

c. Eligible Expenditures

(1) Salaries and benefits
(2) Instructional materials, supplies
(3) Rental of space
(4) Dissemination and communication costs
(5) Honoraria for consultants - includes travel expenses and subsistence.

d. Matching Requirements

Ancillary type projects will not require local matching.

e. Application

(1) Signed contract
(2) DEBE Form 131A
(3) Proposal

(a) Proposal Outline

I. Describe need for the project.

II. State major objectives of the project.

III. Procedure—Describe the steps to be used to achieve objective.

IV. Description of personnel and clientele.

V. Detailed budget.

Year End Report

While each final report is indicative of the unique features of each individual project, the following highlights were typical of each category of the diverse projects:

Curriculum Development: —Background and Need
—Products Developed
—Distribution and Usage

In-Service Workshop: —Description of Program
—Planning
—Execution
—Numbers in Attendance
—Evaluation

Special Demonstration and Experimental Program:
—Background and Need
—Description of Clients and Number of Participants
—Subject Matter Areas

All final reports included information in the following areas:

— Review of Objectives
— Procedures Involved
— Personnel

-- Success of the Program

All projects completed the standard quarterly forms indicating how monies were being spent and final compliance and budgetary forms (A Plan for the Study of Vocational Education, 1977--Reprinted, 1981; Vocational Education Guidelines for the Application of Federal Funds, 1981; numerous conversations with Vocational Home Economics Program Supervisor.)

CHANGES IN APPROVED CONTRACTS

Programmatic Changes

Prior approval is needed for programmatic changes involving or altering the (a) scope of project, (b) objectives of the project, (c) key personnel involved such as project director, (d) involvement of third parties, and (e) medical care provided to individuals under research grants.

The following is a brief review of the Act as it reflects changes in the original approved contract for usage of Federal Funds.

Budget Revisions

The budget revisions which (a) involved transfers of amounts budgeted for indirect costs to absorb increases in direct costs, (b) involve transfer of amounts previously budgeted for student support (tuition waivers, stipends, and other payments to trainees) and (c) result in the need for the award of additional funds, require prior approval.

Budgetary changes from one category to another require approval through the standardized process.

Changes to approved contracts may be submitted not later than 60 days prior to the closing date of the project.

Requested changes are initiated by the local educational agency and processed through the appropriate regional office.

A letter of approval is sent to the local educational agency from the State Director of Vocational Education confirming such requested changes.

INFORMATION REGARDING PROJECTS

LIST OF SCHOOL DISTRICTS CLASSIFIED BY REGION AND SIZE

EASTERN REGION--LARGE

- Allentown City School District
- Bensalem Township School District
- Bethlehem Area School District
- Bristol Township School District
- Centennial School District
- Central Bucks School District
- Chester-Upland School District
- Lancaster School District
- Neshaminy School District
- North Penn School District
- Pennsbury School District
- Philadelphia City School Dist.
- Reading School District
- Upper Darby School District
- West Chester Area School Dist.
- Wilkes-Barre Area School Dist.

EASTERN REGION--MEDIUM

- Abington Heights School District
- Avon Grove School District
- Bangor Area School District
- Coatesville Area School District
- Cocalico School District
- Colonial School District
- Conrad Weiser Area School Dist.
- Cornwall-Lebanon School District
- Dallas School District
- Donegal School District
- East Penn School District
- East Stroudsburg Area School Dist
- Eastern Lebanon Co. School Dist
- Easton Area School District
- Elizabethtown Area School Dist.
- Ephrata School District
- Exeter Township School District
- Great Valley School District
- Hamburg Area School District
- Hanover Area School District
- Hempfield School District
- Interboro School District
- Lake-Lehman School District
- Lehighton Area School District
- Manheim Central School District
- Manheim Township School District
- Montrose Area School District
- Muhlenberg School District
- Nazareth Area School District
- Norristown Area School District
- North Schuylkill School District
- Northampton Area School District
- Northern Lehigh School District
- Northwestern Lehigh School Dist.
- Octorora Area School District
- Oxford Area School District
- Parkland School District
- Penn-Delco School District
- Pennridge School District
- Perkiomen Valley School District
- Pleasant Valley School District
- Pocono Mountain School District
- Pottstown School District
- Pottsville Area School District
- Quakertown Community Sch. Dist.
- Rose Tree Media School District
- Solanco School District
- Souderton Area School District
- Southeast Delco School District
- Southern Lehigh School District
- Springfield Twp. School Dist.
- Spring-Ford Area School District
- Stroudsburg Area School District
- Tamaqua Area School District
- Twin Valley School District
- Upper Merion Area School Dist.
- Upper Perkiomen School District
- Valley View School District
- Warwick School District
- Wayne Highlands School District
- Wilson School District
- Wyoming Area School District
- Wyoming Valley West School Dist.

EASTERN REGION--SMALL

- Blue Ridge School District
- Carbondale Area School District
- Columbia Borough School District
- Dunmore School District
- Elk Lake School District
- Garnet Valley School District
- Jim Thorpe Area School District
- Kutztown Area School District
- Lackawanna Trail School District
- Lakeland School District
- Lampeter-Strasburg School Dist.
- Mahonoy Area School District
- Mid Valley School District
- Minersville Area School District

EASTERN REGION--SMALL (CONTINUED)

Morrisville Borough School Dist.
Mountain View School District
Northwest Area School District
Old Forge School District
Oley Valley School District
Palmerton Area School District
Panther Valley School District
Pen Argyl Area School District
Pequea Valley School District
Pine Grove Area School District
Riverside School District
Salisbury Township School Dist.
Saucon Valley School District
Schuylkill Haven Area Sch. Dist.
Schuylkill Valley School Dist.
Shennandoah Valley School Dist.
Susquehanna Community Sch. Dist.
Tulpehocken Area School District
Wallenpaupack Area School Dist.
Weatherly Area School District
Western Wayne School District
Williams Valley School District
Wilson Area School District

CENTRAL REGION--LARGE

Altoona Area School District
Central Dauphin School District
Chambersburg Area School District
Harrisburg City School District
Mifflin County School District
West Shore School District
Williamsport Area School Dist.

CENTRAL REGION--MEDIUM

Athens Area School District
Bald Eagle Area School District
Bedford Area School District
Bellefonte Area School District
Berwick Area School District
Big Springs School District
Bradford Area School District
Carlisle Area School District
Central Columbia School District
Central York School District
Clearfield Area School District
Conewago Valley School District
Cumberland Valley School District
Dallastown Area School District
Danville Area School District
Derry Township School District
Dover Area School District
Dubois Area School District
East Pennsboro School District
Eastern York School District
Gettysburg Area School District
Hollidaysburg Area School Dist.
Jersey Shore Area School District
Juniata County School District
Keystone Central School District
Lower Dauphin School District
Mechanicsburg Area School Dist.
Midd-West School District
Middletown Area School District
Mifflinburg Area School Dist.
Milton Area School District
Mountoursville Area School Dist.
Mount Union Area School District
Northeastern School District
Northern Tioga School District
Northern York Co. School Dist.
Philipsburg-Osceola Sch. Dist.
Red Lion Area School District
Selinsgrove Area School District
Shamokin Area School District
Shikellamy School District
Shippensburg Area School Dist.
South Western School District
Southern Tioga School District
Southern York School District
Spring Cove School District
Spring Grove Area School Dist.
St. Marys Area School District
State College Area School Dist.
Susquenita School District
Towanda Area School District
Troy Area School District
Tuscarora School District
Tyrone Area School District
Warrior Run School District
Waynesboro Area School District
West Perry School District
West York Area School District
York City School District

CENTRAL REGION--SMALL

Austin Area School District
Bellwood-Antis School District
Benton Area School District
Bermudian Springs School District
Bloomsburg Area School District
Cameron County School District
Canton Area School District
Central Fulton School District
Chestnut Ridge School District
Claysburg-Kimmel School District
Conemaugh Valley School District
Coudersport Area School District
Curwensville Area School District
East Lycoming School District
Everett Area School District
Fairfield Area School District
Fannett-Metal School District
Forbes Road School District
Galeton Area School District
Glendale School District
Greenwood School District
Halifax Area School District
Hanover Public School District
Harmony Area School District
Johnsonburg School District
Juniata Valley School District
Kane Area School District
Lewisburg Area School District
Littlestown Area School District
Loyalsock Township School Dist.
Millersburg Area School District
Millville Area School Dist.
Montgomery Area School District
Moshannon Valley School District
Muncy School District
Newport School District
Northeast Bradford School Dist.
Northern Bedford Co. Sch. Dist.
Oswayo Valley School District
Penns Valley School District
Port Allegany School District
Ridgeway Area School District
Sayre Area School District
Smethport Area School District
South Middleton School District
S. Williamsport Area Sch. Dist.
South. Columbia Area Sch. Dist.
Southern Fulton School District
Southern Huntingdon School Dist.
Sullivan County School District
Tussey Mountain School District
Upper Adams School District
Upper Dauphin Area School Dist.
Wellsboro Area School District
West Branch Area School District
Williamsburg Community Sch Dist.
Wyalusing Area School District

WESTERN REGION--LARGE

Armstrong School District
Butler Area School District
Erie City School District
Hempfield Area School District
Penn Hills School District
Pittsburgh School District
Woodland Hill School District

WESTERN REGION--MEDIUM

Albert Gallatin School District
Aliquippa Borough School District
Ambridge Area School District
Baldwin-Whitehall School District
Beaver Area School District
Belle Vernon Area School District
Bethel Park School District
Big Beaver Falls School District
Big Spring School District
Blackhawk School District
Blairsville-Saltsburg School Dist.
Brookville Area School District
Brownsville Area School District
Burgettstown Area School District
Burrell School District
Cambria Heights School District
Canon-McMillan School District
Carlynton School District
Center Area School District
Central Green School District
Charleroi Area School District
Chartiers Valley School District
Churchill School District
Conneaut School District
Connellsville Area School Dist.
Corry Area School District
Crawford Central School District
Deer Lakes School District
Derry Area School District
East Allegheny School District
Elizabeth Forward School Dist.

Ellwood City Area School Dist.
Fort LeBoeuf School District
Franklin Area School District
Freedom Area School District
Freeport Area School District
General McLane School District
Greater Johnstown School Dist.
Greensburg-Salem School District
Grove City Area School District
Hampton Township School District
Harbor Creek School District
Hermitage School District
Highlands School District
Hopewell Area School District
Indiana Area School District
Keystone Oaks School District
Kiski Area School District
Laurel Highlands School District
Marion-Center Area School Dist.
McGuffey School District
McKeesport Area School District
Millcreek Township School Dist.
Mohawk Area School District
Montour School District
Moon Area School District
Mount Pleasant Area School Dist.
Mt. Lebanon School District
New Brighton Area School Dist.
New Castle Area School District
New Kensington-Arnold School Dist.
North Allegheny School District
North Hills School District
Northwestern School District
Norwin School District
Oil City Area School District
Penn Cambria School District
Penn-Trafford School District
Penncrest School District
Peters Township School District
Plum Borough School District
Punxsutawney Area School Dist.
Quaker Valley School District
Reynolds School District
Richland School District
Ringgold School District
Riverside Beaver School District
Shaler School District
Sharon City School District
Slippery Rock Area School Dist.
Somerset Area School District
South Allegheny School District
South Butler County School Dist.
South Park School District
Southmoreland School District
Southwest Butler Co. Sch. Dist.
Steel Valley School District
Sto-Rox School District
Titusville Area School District
Trinity Area School District
United School District
Wattsburg Area School District
West Allegheny School District
West Jefferson Hills Sch. Dist.
West Mifflin Area School Dist.
Yough School District

WESTERN REGION--SMALL

Allegheny Valley School District
Allegheny-Clarion Vly. Sch. Dist.
Apollo-Ridge School District
Avella Area School District
Avonworth School District
Bentworth School District
Berlin Brothersvalley School Dist.
Bethlehem-Center School District
Blacklick Valley School District
Brentwood Borough School District
Brockway Area School District
California Area School District
Carmichaels Area School District
Chartiers-Houston School District
Clarion-Limestone Area Sch. Dist.
Commodore Perry School District
Conemaugh Twp. Area School Dist.
Cranberry Area School District
Farrell Area School District
Ferndale Area School District
Forest Area School District
Fort Cherry School District
Girard School District
Greenville Area School District
Homer-Center School District
Iroquois School District
Jamestown Area School District
Jeannette City School District
Jefferson-Morgan School District
Karns City School District
Keystone School District
Lakeview School District
Laurel School District
Leechburg Area School District
Mercer Area School District
Meyersdale Area School District
Monaca School District
Monessen City School District

Moniteau School District
North Clarion Co. School Dist.
North East School District
North Star School District
Northern Cambria School District
Penns Manor Area School District
Pine-Richland School District
Portage Area School District
Purchase Line School District
Redbank Valley School District
Rochester Area School District
Salisbury-Elk Lick School Dist.
Rockwood Area School District
Shade-Central City School Dist.
Shanksville-Stoneycreek Sch Dist
Sharpsville Area School District
Shenango Area School District
South Fayette Twp. School Dist.
South Side Area School District
Turkeyfoot Valley Area Sch Dist.
Union Area School District
Union City Area School District
Valley Grove School District
West Greene School District
West Middlesex Area School Dist.
Westmont Hilltop School District
Wilmington Area School District
Windber Area School District

REASONS FOR SELECTION OF PROGRAMS FOR
ON-SITE AND TELEPHONE INTERVIEWS

PROGRAM IDENTIFICATION LETTER	ON-SITE	TELEPHONE	REASONS
A	X		Multiple funded programs; update child development laboratory aides for special education and mainstreamed students; curriculum revision.
B	X		Program emphasis was consumer education; monies used for instructional aide salary.
C	X		Middle school program; developed scope and sequence in all five subject areas.
D		X	Adult outreach program featuring parenting education.
E		X	Program emphasis included child care and nutrition; entire school has strong academic orientation.
F		X	No male participants even though objectives for three years in the study indicated male enrollment was major objective.
G	X		New course entitled "Adult Roles and Functions".
H	X		Preschool program with strong parenting program emphasis.
I	X		Also participated in I.U. project; strong parenting program emphasis.
J	X		Nutrition education program.
K		X	Teenage parent program.

Reasons for Seclection (Cont'd)

PROGRAM IDENTIFICATION LETTER	ON-SITE	TELEPHONE	REASONS
L		X	Integrated FHA/HERO program; 9-week mini courses.
M		X	Comprehensive home economics in 10th grade; vocational program in 11-12th grade: gourmet meals one semester and clothing construction other semester.
N	X		Outreach program for teenage parents; adult outreach program designed for dual role of homemaker and wage earner.
O	X		Very traditional junior high program; primarily cooking and sewing.
P	X		Excellent usage of VCR in nursery school program and child development classes.
Q		X	Program designed to attract students who are potential dropouts; improve self-concept and includes career information.
R		X	Very traditional 9-12 program; primarily cooking and sewing.
S		X	Creative, innovative and very popular 9th grade elective.
T		X	All males study industrial arts and females study home economics 9-12; Contemporary Living Course in senior high school.
U		X	Child care and consumer education emphasis; monies entirely utilized for teacher's salary.

SCHEDULE FOR IN-DEPTH DATA COLLECTION PROCEDURES

LETTER DESIGNATION FOR SCHOOL DISTRICT	ON-SITE	TELEPHONE INTERVIEW	DATE
K		X	April 13, 1984
J	X		April 26, 1984
H	X		April 27, 1984
O	X		April 30, 1984
D		X	May 1, 1984
E		X	May 2, 1984
G	X		May 3, 1984
F		X	May 7, 1984
M		X	May 7, 1984
P	X		May 8, 1984
L		X	May 9, 1984
C		X	May 11, 1984
A	X		May 14-15, 1984
B	X		May 16, 1984
R		X	May 17, 1984
I	X		May 18, 1984
N	X		May 21, 1984
Q		X	May 23, 1984
U		X	May 24, 1984
S		X	May 25, 1984
T		X	May 31, 1984

MATRIX FOR REVIEW OF ALL FUNDED PROJECTS

MATRIX

Date: _____
(year of funding)

Region:

Title of Program:

County:

School District:

Category: ___ Consumer and Homemaking (others) Sec. 150

Address:

___ Consumer and Homemaking (Depressed) Sec. 150

Males:

Vocational Goals:

Sub-Goals:

Females:

Personnel: ___ No. of Teachers

Level of Funding:

___ Aides

Population Served:

Needs:

Objectives:

MATRIX (cont'd)

Procedures:

Budget:

Instructional Salaries:

Benefits:

Instructional Equipment:

Instructional Materials:

Workshop/In Service:

Budget Revisions:

Name of Advisory Council:

Membership: ___ School

___ Community

MATRIX

Date: _____
(year of funding)

Region:

Title of Program:

County:

School District:

Category: ___ Consumer and Homemaking (others) Sec. 150

Address:

___ Consumer and Homemaking (Depressed) Sec. 150

Males:

Vocational Goals:

Sub-Goals:

Females:

Personnel: ___ No. of Teachers

Level of Funding:

___ Aides

Population Served:

Needs:

Objectives:

Procedures:

Budget:

Instructional Salaries:

Benefits:

Instructional Equipment:

Instructional Materials:

Workshop/In Service:

Budget Revisions:

Name of Advisory Council:

Membership: ___ School

___ Community

MATRIX

Date: _____
(year of funding)

Region:

Title of Program:

County:

School District:

Category: ___ Consumer and Homemaking (others) Sec. 150

Address:

___ Consumer and Homemaking (Depressed) Sec. 150

Males:

Vocational Goals:

Sub-Goals:

Females:

Personnel: ___ No. of Teachers

Level of Funding:

___ Aides

Population Served:

Needs:

Objectives:

Procedures:

Budget:

Instructional Salaries:

Benefits:

Instructional Equipment:

Instructional Materials:

Workshop/In Service:

Budget Revisions:

Name of Advisory Council:

Membership: ___ School

___ Community

CORRESPONDENCE AND FORMS FOR ALL QUESTIONNAIRES

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
P. O. BOX 911
HARRISBURG, PA 17108

April 9, 1984

Dear Superintendent:

The Bureau of Vocational Education, Pennsylvania Department of Education, has contracted with an independent researcher to assess the impact of programs for consumer and homemaking supported by the Bureau.

This researcher, Dr. Sally A. Sutter, has developed the enclosed questionnaire that we are asking to be completed by the Home Economics Faculty. Please cooperate with the effort by referring this questionnaire to the appropriate staff members. Since the questionnaire will take only a few minutes, Dr. Sutter is asking that it be completed by April 27, 1984 and returned in the enclosed pre-addressed envelope.

If assistance is needed with the questionnaire, please call the researcher at (814) 942-9787 or (814) 695-7577.

Your cooperation in this study is greatly appreciated.

Sincerely,

Jerry C. Olson
State Director of Vocational Education

JCO/CAC/dlr

Enclosures

SCHOOL A GOOD SCHOOL

DR. SALLY A. SUTTER
Educational Consultant

120 Ruskin Drive
Altoona, PA 16602

814 942-9787
814 695-7577

May 21, 1984

Dear Superintendent:

Early in the month of April you received a questionnaire concerning a state wide review of vocational Education's Consumer and Homemaking Programs. Each district with a funded project was asked to complete this simple questionnaire.

As of this date, I have not received a completed questionnaire from your district. This is the second mailing to your district. Enclosed is the original cover letter provided by the Vocational Education Department, the questionnaire, and a completed sample. I am sure your district does not wish to disregard this matter.

Please have the questionnaire completed by a member of the Home Economics Faculty and return it no later than June 5, 1984. A self-addressed, stamped envelope is included for your convenience in returning the completed questionnaire to me.

I appreciate your cooperation in this matter.

Sincerely,

Sally A. Sutter

Sally A. Sutter

ls

Enclosures

Admin. Use Only
Do Not Use This
Space

Project No. ☐☐☐☐

Code No. ☐☐

Title ☐☐

CONSUMER AND HOMEMAKING FOLLOW UP

Name of Person/Persons Completing Form (include title(s)) _____

School _____ School System _____

Address _____

Phone Number _____

Date _____

No. of Years Taught in This School System _____ ☐☐

1. Years with Funded Project (Circle appropriate years) ☐☐☐

   1980-81
   1981-82
   1982-83

2. Grade level and numbers of male and female participants

	1980-1981		1981-1982		1982-1983	
	Male	Female	Male	Female	Male	Female
9						
10						
11						
12						
Adult						

3. What amount of federal funding did you use in your program? (complete for appropriate years)

   1980-1981 _____

   1981-1982 _____

   1982-1983 _____

4. Describe the major activities you completed to meet the objectives of the program.

Admin. Use Only
Do Not Use This
Space

5. Describe the outstanding successes of the program.

6. List the ways the program could have been improved.

7. List the major staff members involved in the project.
List responsibilities by number:

1. planning
2. teaching
3. evaluation
4. information sharing
5. coordination among schools
6. proposal writing
7. order supplies/equipment
8. other

	Name	Title	% of Time	Responsibilities
1				
2				
3				
4				
5				
6				

8. Who developed the program proposal? List name and title.

9. List specific input you or other members of the home economics department contributed to the proposal.

	Admin. Use Only Do No Use This Space
10. List specific input your advisory committee contributed to the proposal.	☐
11. Describe any evaluation procedures (include when, how, and by whom collected).	☐ ☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐ ☐ ☐☐☐☐☐☐☐
12. How is the evaluation information used?	☐☐☐☐☐☐☐☐☐ ☐

Thank you for taking the time to complete the information on this form.

The information will be held in confidence and will be used as a part of a state-wide evaluation of Vocational Education's Consumer and Homemaking Programs.

All schools with funded projects are completing this form.

Thank you for your cooperation.

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9 9

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Project No.

Code No.

Title

CONSUMER AND HOMEMAKING FOLLOW UP

Name of Person/Persons Completing Form (include title(s)) Heather Carmichael Home Economics Dept. Chairman

School Commonwealth H.S. School System Benjamin Franklin

Address 123 First Avenue, Perfection, PA 12345

Phone Number (123) 456-7891

Date April 10, 1984

No. of Years Taught in This School System 20

1. Years with Funded Project (Circle appropriate years)

(1980-81)
(1981-82)
(1982-83)

2. Grade level and numbers of male and female participants

	1980-1981		1981-1982		1982-1983	
	Male	Female	Male	Female	Male	Female
9	0	25	4	19	5	11
10	1	19	3	17	7	27
11	2	17	5	21	8	33
12	3	15	8	19	11	21
Adult	0	0	0	0	0	0

3. What amount of federal funding did you use in your program? (complete for appropriate years)

1980-1981 $10,183

1981-1982 $12,700

1982-1983 $ 9,275

4. Describe the major activities you completed to meet the objectives of the program.

update of entire curriculum
participated in PDE sponsored in-service training
added new course
purchased equipment to establish a preschool program

A-50

225

THIS IS AN EXAMPLE FOR YOUR REVIEW TO ASSIST YOU IN COMPLETING THIS QUESTIONNAIRE

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5. Describe the outstanding successes of the program.

increased enrollment
the procedures established to attract more male participants has increased the numbers
preschool program very successful - 15 community volunteers from local women's club
teenagers received hands-on experience in child care procedures
our department has established a baby-sitting referral service

6. List the ways the program could have been improved.

preplanning during the summer months prior to beginning of play school program would have made the beginning of this program smoother
wished the faculty could have visited schools with successful, established preschool programs
overall long range plan for all activities in our dept.

7. List the major staff members involved in the project.
List responsibilities by number:

1. planning
2. teaching
3. evaluation
4. information sharing
5. coordination among schools
6. proposal writing
7. order supplies/equipment
8. other

	Name	Title	% of Time	Responsibilities
1	John Smith	Fed. Program Coordinator	2%	6-7
2	Heather Carmichael	Dept. Chmn	45%	1-2-3-4-5
3	Jackie Monaco	Teacher	100%	2-3
4	Darlene Hoppe	Teacher	100%	2-3
5				
6				

8. Who developed the program proposal? List name and title.

John Smith, Federal Program Coordinator

9. List <u>specific</u> input you or other members of the home economics department contributed to the proposal.

teachers were asked for a list of equipment we wanted
we asked for monies to attend PDE sponsored in service programs
listed ways our program could be expanded

THIS IS AN EXAMPLE FOR YOUR REVIEW TO ASSIST YOU IN COMPLETING THIS QUESTIONNAIRE

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10. List specific input your advisory committee contributed to the proposal.

Committee members met and heard presentations from Federal Program Coordinator concerning items in proposal
Department Chairperson listed future plans for department

11. Describe any evaluation procedures (include when, how, and by whom collected).

Grades of students
Information from survey of graduates done by Guidance Counselor (1 year after graduation)
EQA data - family living goal

12. How is the evaluation information used?

to improve the program
add new courses
encourage more student participation
replace outdated equipment

THIS IS AN EXAMPLE FOR YOUR REVIEW TO ASSIST YOU IN COMPLETING THIS QUESTIONNAIRE

Thank you for taking the time to complete the information on this form.

The information will be held in confidence and will be used as a part of a state-wide evaluation of Vocational Education's Consumer and Homemaking Programs.

All schools with funded projects are completing this form.

Thank you for your cooperation.

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Do Not Use This Space

Project No.

Code No.

Title

CONSUMER AND HOMEMAKING FOLLOW UP

Name of Person/Persons Completing Form (include title(s)) Heather Carmichael Home Ec. Dept. Chairman

School Commonwealth HS. School System Benjamin Franklin

Address 123 First Avenue, Perkinston, PA 12345

Phone Number (123) 456-7891

Date April 10 1984

No. of Years Taught in This School System 20

1. Years with Funded Project (Circle appropriate years)

(1980-81)
(1981-82) - 2 projects
(1982-83)

2. Grade level and numbers of male and female participants

	1980-1981		1981-1982		1982-1983	
	Male	Female	Male	Female	Male	Female
9	0	0	0	0	0	0
10	1	19	3	17	7	27
11	2	17	5	21	8	33
12	3	15	8	19	11	21
Adult	0	0	0	0	0	0

3. What amount of federal funding did you use in your program? (complete for appropriate years)

1980-1981 0

1981-1982 $15,890 - $21,200

1982-1983 $14,750

4. Describe the major activities you completed to meet the objectives of the program.

1981-1982 - Grant One - equipment for preschool (toys, tables, chairs, books, etc.) salary for teacher's aide release time for teachers to meet other play persons in service training - curriculum development

Grant Two - renovation of kitchen space including sliding doors to playground (tile, bathroom, hardware, window) construction of playground fence for safety

1982-1983 - teacher's aide, audio visual equipment, library periodicals, child development reference books

THIS IS AN EXAMPLE FOR YOUR REVIEW TO ASSIST YOU IN COMPLETING THIS QUESTIONNAIRE

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5. Describe the outstanding successes of the program.

increased enrollment
the procedures established to attract more male partici-
pants has increased the numbers
preschool program very successful - 15 community volunteers
from local women's clubs
teenagers received hands-on experience on child care procedures
our department has established a baby sitting referral service

6. List the ways the program could have been improved.

all teachers aide had associate degree in early childhood education
psychologist, health care professionals discuss pre & post natal
care including cognitive, psychosocial and psycomotor
development
involvement of variety of parents - different life styles -
both parents working, single parent, etc.
inset school age parent programs

7. List the major staff members involved in the project.
List responsibilities by number:

1. planning
2. teaching
3. evaluation
4. information sharing
5. coordination among schools
6. proposal writing
7. order supplies/equipment
8. other

	Name	Title	% of Time	Responsibilities
1	Debra Smith	Federal Program Coordinator	2%	6-7
2	Heather Carmichael	Department Chairperson	45%	1-2-3-4-5
3	Jackie Monaco	Teacher	100%	2-3
4	Barbara Pearce	Teacher	100%	2-3
5				
6				

8. Who developed the program proposal? List name and title.

Debra Smith, Federal Program Coordinator

9. List specific input you or other members of the home economics department contributed to the proposal.

teachers were asked for a list of equipment we wanted
we asked for monies to attend DOE sponsored in-
service programs
listed ways our program could be expanded

THIS IS AN EXAMPLE FOR YOUR REVIEW TO ASSIST YOU IN COMPLETING THIS QUESTIONNAIRE

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10. List specific input your advisory committee contributed to the proposal.

Committee members met and heard presentation from Federal Program Coordinator concerning items in proposal
Department chairperson listed future plans for department

11. Describe any evaluation procedures (include when, how, and by whom collected).

Grades of students
Information from survey of graduates done by guidance counselors (1 year after graduation)
EQA data - family living goal

12. How is the evaluation information used?

To improve the program
Add new courses
Encourage more student participation
Replace outdated equipment

THIS IS AN EXAMPLE FOR YOUR REVIEW TO ASSIST YOU IN COMPLETING THIS QUESTIONNAIRE

Thank you for taking the time to complete the information on this form.

The information will be held in confidence and will be used as a part of a state-wide evaluation of Vocational Education's Consumer and Homemaking Programs.

All schools with funded projects are completing this form.

Thank you for your cooperation.

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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
P. O. BOX 911
HARRISBURG, PA 17108

April 30, 1984

Dear Superintendent:

The Bureau of Vocational Education, Pennsylvania Department of Education, has contracted with an independent researcher to assess the impact of programs for consumer and homemaking supported by the Bureau.

This researcher, Dr. Sally A. Sutter, has developed the enclosed questionnaire that we are asking to be completed by the Home Economics Faculty. Please cooperate with the effort by referring this questionnaire to the appropriate staff member. Since the questionnaire will take only a few minutes, Dr. Sutter is asking that it be completed by May 17, 1984 and returned in the enclosed pre-addressed envelope.

If assistance is needed with the questionnaire, please call the researcher at (814) 942-9787 or (814) 695-7577.

Your cooperation in this study is greatly appreciated.

Sincerely,

Jerry C. Olson
State Director of Vocational Education

JCO/CAC/dlr

Enclosures

EVERY SCHOOL A GOOD SCHOOL

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Project No. ☐ 1

CONSUMER AND HOMEMAKING FOLLOW UP

Title ☐☐ 2 3

Name of Person/Persons Completing Form (include title(s)) _____

Name of Intermediate Unit _____

Address _____

Phone Number _____

Date _____

No. of Years Associated with Agency _____ ☐☐ 4 5

1. Describe the outstanding successes of the program. ☐ 6

2. List the ways the program could have been improved. ☐ 7

3. Who developed the program proposal? List name and title. ☐☐ 8 9 ☐☐ 10 11

4. List specific input you or other members of the IU staff contributed to the proposal and program planning. ☐☐☐ ☐☐☐ 12 13 14 15 16 17 ☐☐☐ ☐☐☐ 18 19 20 21 22 23

Specific input of home economics teachers in local school districts: ☐☐☐☐ 24 25 26 27

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4. (Continued)
Specific input from administrative staff/federal program coordinator of the local school districts.

5. Who ordered materials, equipment, and/or instructional materials. List name and title.

6. Describe any evaluation procedures (include when, how, and by whom collected).

7. How is the evaluation information used?

8. How were the funds allocated by the proposal spent?

9. Who made the decisions of how funds were spent (list scpecific input from teachers in the local school district)?

10. Were there districts in your intermediate unit who chose not to participate? List names.

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10. (Continued)
Why did they choose not to participate?

☐ 89

How many of the participating districts, if any, had their own funded projects in any of the years in the study? List by name.

☐☐☐ 90 91 92
☐☐☐ 93 94 95
☐☐☐ 96 97 98

11. Were outside consultants and resource persons utilized in any way during the life of this funded project?

☐☐☐ 99 100 101

How were these persons selected?

☐ 102

12. What recommendations would you have concerning the future of funding these projects?

☐☐☐☐☐☐☐ 103 104 105 106 107 108 109

Thank you for taking the time to complete the information on this form.

The information will be held in confidence and will be used as a part of a state-wide evaluation of Vocational Education's Consumer and Homemaking Programs.

All intermediate units with funded projects are completing this form.

Thank you for your cooperation.

BEST COPY

YEARS IN THE PROJECT (Complete only for years your intermediate unit participated.)	FUNDING LEVELS	LIST OF PARTICIPATING SCHOOL DISTRICTS	OBJECTIVES	PROCEDURES
1980-1981				
1981-1982				
1982-1983				

COPIES OF IN-DEPTH DATA COLLECTION PROCEDURES

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
P. O. BOX 911
HARRISBURG, PA 17108

April 11, 1984

Dear Superintendent:

A current statewide review of Vocational Education's Consumer and Homemaking Programs is being conducted. As part of the evaluation process, on-site visits of selected districts are currently being scheduled.

Your district has been selected by the researcher to become one of the visitation sites.

The attached memo will indicate the procedures, dates for the visit and persons to be interviewed. A form for data to be completed prior to the on-site visitation is enclosed for your review.

Please name a contact person to work directly with the research consultant in this matter. The consultant, Dr. Sally A. Sutter, will be contacting you shortly by telephone for the name of this contact person.

Any information will be kept confidential and is being collected only for the purpose of this evaluation process.

If you have any questions about the procedures or forms, they should be directed to the consultant, Dr. Sally A. Sutter, at the following numbers: (814) 942-9787 or (814) 695-7577. Other questions may be referred to Dr. Carroll A. Curtis in the Bureau's Research Unit at (717) 787-6675.

Thank you for your cooperation.

Sincerely,

Jerry C. Olson
State Director of Vocational Education

JCO/CAC/dlr

Enclosures

SCHOOL A GOOD SCHOOL

ON-SITE INTERVIEW

Please have copies of the following data ready for the interview.

1. List of students who participated in this program. Use the attached form to list the information. An example is included for your review.

2. Follow-up data on participants by year: 1980-1981, 1981-1982, 1982-1983.

Thank for your cooperation.

ON-SITE INTERVIEW SCHEDULE

School _____ Date of Interview _____

Project Number _____ Day One

Code _____

Time	Person to be Interviewed
_____	Greeting — Superintendent or Representative
_____	Administrator in Charge of Program
_____	Home Economics Staff
_____	Lunch
_____	Select Students to be Interviewed Schedule for Next Day
_____	Home Economics Staff

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
P. O. BOX 911
HARRISBURG, PA 17108

Dear Superintendent:

Vocational Education's Consumer and Homemaking Programs are currently being reviewed. The statewide evaluation design developed for this process includes a telephone interview system.

The enclosed memo accompanying this letter explains the procedures to be used during the telephone interviews. Dates and persons to participate are included for your information.

Information that is collected by this telephone interviewing process will be kept confidential and is being collected only for this evaluation process.

Please name a local contact person to cooperate with the consultant during this process. An ideal person would be the administrator in charge of this program. The consultant will contact you by telephone in the near future.

If you have any questions about the procedures or forms, they should be directed to the consultant, Dr. Sally A. Sutter, at the following numbers: (814) 942-9787 or (814) 695-7577. Other questions may be referred to Dr. Carroll A. Curtis in the Bureau's Research Unit at (717) 787-6675.

Your cooperation in this matter is greatly appreciated.

Sincerely,

Jerry C. Olson
State Director of Vocational Education

JCO/CAC/dlr

Enclosure

FOR TELEPHONE INTERVIEW SITE

Please have copies of the following data available for the interviews.

1. List of students who participated in this program. Use the attached form to list the information. An example is included for your review.

2. Follow-up data on participants by year: 1980-81, 1981-82, and 1982-83.

3. Please indicate the time so consultant may contact the following persons on _____.

- - - -

STUDENT DATA SHEET

School _____ Completed by _____

Please complete the following information concerning students who participated in the funded Consumer and Homemaking Project at your school.

Make a list of students for each year that your school participated in the program.

Please have list completed and available at the time of the interview scheduled for your school.

This is an example included for your review:

** E X A M P L E **

Year — 1980-1981

Student Name	Sex	Grade	Class Standing	Enrolled in Other Voc Ed. Classes	Latest Home Phone Number
Adamson, Judy	F	11	45 of 105	Ag. Ed. I	555-2674
Arnold, Andrea	F	12	50 of 95	No	555-8793
Azare, Debbie	F	12	65 of 95	No	555-7329

STUDENT DATA SHEET

Year — 1980-1981

Student Name	Sex	Grade	Class Standing	Enrolled in Other Voc Ed. Classes	Latest Home Phone Number

STUDENT DATA SHEET

Year — 1981-1982

Student Name	Sex	Grade	Class Standing	Enrolled in Other Voc Ed. Classes	Latest Home Phone Number

STUDENT DATA SHEET

Year — 1982-1983

Student Name	Sex	Grade	Class Standing	Enrolled in Other Voc Ed. Classes	Latest Home Phone Number

COPIES OF INTERVIEW FORMS

Interviewer _____

On Site _____ Telephone _____

Date _____

ADMINISTRATOR INTERVIEW QUESTIONS

Respondent _____ Title _____

Program _____ School System _____

NOTES

1. Please describe the program provided by your school.

2. Would you describe some outstanding successes of the program.

3. How could the program have been improved?

4. What was the funding level for the program? Can you tell me for each year?

5. Specifically, how were the funds spent?

6. How were staff selected for the program?

7. How were students selected for the program? Did you have any quotas? Any guidelines to select males, too?

8. How do you collect follow-up data on graduates in this program? Are their jobs related to this training?

9. How was this program evaluated? (Describe specific procedures)

10. What would happen to your program if federal funds were unavailable or not available at current levels?

NOTES

11. What are your future recommendations regarding funding?

12. What suggestions could you provide for the State Vocational Education Department to improve the process of preparing these proposals?

Regional office?

Interviewer _____

On Site _____ Telephone _____

Date _____

GUIDANCE COUNSELOR INTERVIEW QUESTIONS

Respondent _____ Title _____

Program _____ School System _____

NOTES

1. What do you know about the _____

   _____ program?

2. What is the role of the guidance staff in selecting students for this program?

3. Would you describe the criteria for selecting the students?

4. How do you encourage males to participate?

5. Do you collect any follow-up data on graduates in this program?

Guidance Counselor Interview Questions, Con't.

NOTES

6. What is the administrations' overall attitude toward home economics?

faculty-

guidance staff-

students-

Interviewer _____

On Site _____ Telephone _____

Date _____

HOME ECONOMICS STAFF INTERVIEW QUESTIONS

Respondent _____ Title _____

Program _____ School System _____

Role in Program: Yes _____ No _____ If yes, what? _____

_____

NOTES

1. Please describe the program provided by your school.

2. Would you describe some outstanding successes of the program?

3. How could the program have been improved?

4. What was the funding level for the program? Can you tell me for each year?

NOTES

5. Specifically, how were the funds spent?

6. Do you have a copy of the proposal? When did you receive the copy of the proposal?

7. Who actually selected the materials/equipment purchased for this program?

8. Did you or others teaching this program participate in any in-service training or conferences?

9. How did you use community resources such as speakers, field trips, free materials, etc., in the program?

10. How were staff members selected for this program?

NOTES

11. How were students selected for the program? Did you have quotas? Any guidelines to select males?

12. How do you collect follow-up data on graduates in this program?

Are their jobs related to this training?

13. How was this program evaluated? Describe specific procedures.

14. What do you believe is the impact of this program on students?

15. What would happen to your program if federal funds were unavailable or not available at current levels?

NOTES

16. What are your future recommendations regarding funding?

17. What is the administration's overall attitude toward home economics?

18. What strategies could you recommend to create a more positive climate for home economics?

19. Do you know the guidelines and procedures for applying for and utilization of the Consumer and Homemaking funds provided by Vocational Education?

20. Do you identify a separate course, or program, as being supported by Federal funds or is the entire program affected by usage of these monies?

Interviewer _____

On Site _____

Date _____

STUDENT INTERVIEW QUESTIONS

Name _____ Male _____

Respondent 1 2 3 4 5 Female _____

School System _____ Course _____

NOTES

1. Why are you enrolled in this class?

2. What are you getting out of this class?

3. How is this course helping you plan your career?

4. What other vocational courses have you taken or do you plan to take?

5. What do you plan to do when you graduate?

6. What grade are you getting in this course?

   What is your overall average?

NOTES

7. What did you like best about this course?

8. What did you dislike about this course?

9. What is your personal opinion regarding both males and females involving home economics classes?

10. Would you recommend this course to others?

Date: _____

Telephone Interview: _____

On-Site Interview: _____

REGIONAL OFFICE - CHIEF

Name _____ Title: _____

Region: _____

Role in the Program: _____

What is your knowledge of the process by which School Districts apply for and receive Consumer and Homemaking Funds?

What is your role as Chief of the Region in the entire process of utilization of the Consumer and Homemaking Funds?

Who decides if a proposal is acceptable?

Describe the Budget Revision Process.

How are the projects monitored?

How are the projects evaluated?

What do you believe are the outstanding successes of these programs?

How could the programs be improved?

What would happen to these programs if funding were unavailable or not available at current levels?

What are your recommendations concerning the future of funding of these projects?

What are the relationships, as far as the Consumer and Homemaking Process is concerned, between your office and the State Office in Harrisburg?

Among the Regional Offices?

What is the contribution of these programs, in your opinion, to the overall thrust of Vocational Education for the State of Pennsylvania?

Date: _____

Telephone Interview: _____

On-Site Interview: _____

REGIONAL OFFICE

Name _____ Title _____

Region _____

Role in the Program: _____

Describe the procedure by which School Districts apply for Consumer and Homemaking Funds.

Your Role:

How they know Entitlement figure:

How are the Guidelines established for each year?

How are Projects Approved?

Rewritten for Approval?

What happens when a District chooses not to utilize their Entitlement monies?

How are projects monitored?

On-Site visitation:

How are projects evaluated?

How do you collect information concerning possible useage of ancillary monies for in-service?

Do teachers in your Region attend these in-services?

How are they invited to attend?

What are their comments about the success of the Program?

Do you do any follow up?

What other services do you provide for local School Districts?

What do you believe to be outstanding successes of these Programs?

How could the Programs be improved?

Describe your role in relationship to the program specialist at State level in charge of these Consumer and Homemaking Funds.

What would happen to these Programs if funding were unavailable or not available at current levels?

What are your recommendations concerning funding and selection of projects to be funded?

What do you believe to be the impact of these programs on students?

What strategies do districts use in encouraging male participation?

What do you predict will happen when districts implement the new curriculum regulations since typically these programs represent an elective subject?

What strategies do you recommend be used to assist with this problem?

How are budget revisions approved?

Specially, how do districts in your region use Consumer and Homemaking funds?

What are some common problems that arise during the process of applying for or utilization of these funds?

MONITORING AND ACCOUNTABILITY FORMS

Consumer and Homemaking Checklist

School: _____ Date: _____

LEA: _____ PU: _____

Amount: _____ Consultant: _____

Directions: Place an (x) in the appropriate column.

Need Section

___ ___ Approved VEMIS legal curriculum file

1. What priority area does the project center upon?

Yes	No		
___	___	a.	Human Development, Child Care and Parenthood Education
___	___	b.	Nutrition from infancy to the elderly
___	___	c.	Consumer Education - Management of resources

2. Does subject matter emphasize the following?

___	___	a.	Male/Female participation
___	___	b.	Combine homemaker and wage earner
___	___	c.	Eliminate sex-stereotyping
___	___	d.	Promote women working outside the home
___	___	e.	Men assuming homemaking responsibilities
___	___	f.	Consider economic, social and cultural conditions
___	___	g.	Consider economically depressed areas
___	___	h.	Encourage outreach programs and give consideration to special needs such as:
	___	1.	Aged
	___	2.	Single Parents/School Age Parents
	___	3.	Young Children
	___	4.	Handicapped Persons
	___	5.	Educationally Disadvantaged Persons
	___	6.	Courts/Correctional Institutions
	___	7.	Adults

YES NO

OBJECTIVES

___ ___ a. Do all objectives relate directly to students?

___ ___ b. Are all objectives written in measurable terms?

PROCEDURES

___ ___ a. Has the LEA explained how the objectives will be met?

___ ___ b. Do the activities agree with the budget?

PERSONNEL

___ ___ a. Professional - has Home Economics Certification. Time beyond teacher contract is for attending PDE conducted statewide in-service only?

BUDGET

___ ___ a. Does the budget follow the outline shown in the Vocational Education (Pg. 38-39) Guidelines for the Application of Federal Funds?

___ ___ b. Has the _____ percent Federal and the _____ local effort matching requirement been met?

___ ___ c. Has a cost breakdown been provided for fringe benefits?

___ ___ d. Have "trade" names been eliminated?

___ ___ e. Do all items requested (equipment, material, and supplies) relate directly to project objectives?

___ ___ f. Are supplies and materials grouped according to subject matter areas as in example on page 39 of guidelines?

___ ___ g. Under rental of facility, has the facility been identified?

___ ___ h. Have field trips been identified? (Specific name of place not needed, but type of place should be identified.)

___ ___ i. Resource persons are funded to provide classroom instruction to students only.

___ ___ j. Teachers travel related directly to carrying out project objectives in serving students. (No travel for conferences fundable.)

DEBE FORM

YES	NO		
___	___	a.	If this is a continuation project, has the most recently assigned project number been recorded?
___	___	b.	Has the correct State Plan Goal and its respective subgoals been addressed?
___	___	c.	Have enrollments been broken down to include only project participants?
___	___	d.	Have the compliance dates for Title VI and Title IX been completed?

ATTACHMENTS INCLUDED

YES	NO		
___	___	a.	List of program advisory council members including name, address, and affiliation.
___	___	b.	Minutes of the advisory council meeting recording consultation for development of this application.
___	___	c.	On school letterhead, describe how the agency policy, regarding sex bias, stereotyping and discrimination, applies to this application, and will encourage the enrollment of students in programs nontraditional to their sex.
___	___	d.	If this application is to support the continuation of an existing program, the three guidelines statements have been answered.
___	___	e.	Has the handicapped statements assuring Compliance with Education for All Handicapped Children Act P.L. 94-142 been included? (Pg 26)

FISCAL YEAR_____

Sex Equity Office Review Criteria

REGIONAL OFFICE USE ONLY

School_____
Project Title_____

	Yes	No
1. Agency policy regarding sex bias, stereotyping, and discrimination is referred to as it applies to this proposal	___	___
2. The project description uses neutral language, avoids stereotyped and biased references.	___	___
3. Project objectives are free of sex bias, stereotyping, or discrimination.	___	___
4. Program design indicates		
A. Availability to females and males (refer to "Program Participants or Beneficiaries" section)	___	___
B. Evidence of special services to ensure equal access to the program (refer to body of proposal)	___	___
C. Activities that are not restrictive based on sex (refer to body of proposal)	___	___
D. Evidence of activities designed to promote the enrollment of students in programs non-traditional to their sex.	___	___
Total Number of Yes Answers	___	

_____ _____
Signature, Regional Office Reviewer Date

_____ _____
Signature, Sex Equity Coordinator Date

Any proposal which does not receive seven "Yes Answers" should be returned by the Regional Office Reviewer to the school for revision.

After a contract number has been assigned, Fiscal Office should forward this sheet to the Sex Equity Office.

Item 4 B, C and D may not apply to 134 applications.

INTENT TO PARTICIPATE
P.L. 94-482
FY 1983-84

School District _____ School Unit _____

Address _____

_____

Telephone _____

FUNDING SECTION	MAXIMUM FUNDING LEVEL % REGIONAL OFFICE USE ONLY	PARTICIPATE		*NEW PROGRAM AREA	**NEW SUPPORT SERVICE	RECEIPIENT TO SUBMIT APPLICATION		
		YES	NO			S.D.	AVTS	I.U.
ACTION 120 (SECONDARY) VOCATIONAL PROGRAMS WORK STUDY COOPERATIVE EDUCATION								
ACTION 110A HANDICAPPED								
ACTION 110B DISADVANTAGED								
ACTION 150 CONSUMER & HOMEMAKING								

CHIEF SCHOOL ADMINISTRATOR _____
(Signature)

DATE _____

*The approved application would result in one or more curriculums added to the Legal Curriculum File for the School District (or AVTS if the entitlement is assigned).

**The approved application would result in a program, service or activity not previously offered by the applicant.

If a new program or support service is echked and an application to support the program or service is not submitted, the amount of the entitlement will be reduced based on the funds generated by a new program or support service.

REVIEW/MONITORING FORM

PLANNING UNIT_____ NO._____ COMPLETED BY_____
(Vocational Consultant)

DATE_____

I. GENERAL INFORMATION SECTION

1. Contract No._____ 2. School Unit_____ 3. Federal Approved Funds_____

4. Eligible Recipient_____

5. Local Person Responsible For Contract_____

6. Location where the program or activity is being conducted (Give name of building & address)_____

_____

7. Title of Program(s) or Course(s)_____

8. Continuation Contract: YES NO Number of Years_____

9. Program Area (Ag, T&I, Business, Etc.)_____

10. Date in this fiscal year the contract started to serve students_____

11. Students served by grade, sex and race:

GRADE	Female				Male			
	W	B	H	A	W	B	H	A
9								
10								
11								
12								
Adult								
TOTALS								

II. GENERAL RESPONSE SECTION (Circle Response)

1. Are objectives as stated in the contract being met? YES NO

2. Is the Eligible Recipient implementing the procedures to carry out the activities as stated in the proposal? If NO, please explain on reverse side). YES NO

3. Does the Eligible Recipient have minutes or other evidence of the Advisory Committee's input into the development of the contract? (If No, please explain on reverse side). YES NO

4. Equipment and other items purchased are located in the classroom and being used for the purpose of instruction. (If NO, please explain on reverse side). YES NO

xII. GENERAL COMPLIANCE SECTION (Circle Response)

1. Title VI - Civil Rights

   a. The eligible recipient has on file a policy statement adopted by the Board of Education. YES NO

   b. The eligible recipient has designated a person to serve as Title VI Coordinator. YES NO

2. Title IX - Sex Equity

   a. The eligible recipient has on file a policy, adopted by the Board of Education, that states all programs are open to all students regardless of sex, race, or handicapping condition. YES NO

   b. The eligible recipient has designated a person to serve as the Title IX Coordinator. YES NO

   c. The eligible recipient has on file a Title IX Self Evaluation. YES NO

   d. The eligible recipient has on file a grievance procedure to follow on a discrimination grievance by either students or employees. YES NO

3. Section 504 - Handicapped Act

   a. The eligible recipient has on file a policy statement, adopted by the Board of Education, stating that all programs are accessible to the handicapped. YES NO

   b. The eligible recipient has designated a person to serve as the Section 504 Coordinator. YES NO

   c. The eligible recipient has on file the names of a review committee designated to review the accessibility of the program. (Such committee must have handicapped or person representing handicapped). YES NO

   d. A transition plan is on file to show how the programs are being made accessible which were designated inaccessible by the review committee. YES NO

   e. The eligible recipient has on file a grievance procedure to follow on a discrimination grievance by either students or employees. YES NO

Section 150 - Consumer and Homemaking

(Circle Response)

1. The Consumer and Homemaking program funded strengthens the existing program. (If NO, please explain on reverse side). YES NO

2. The Consumer and Homemaking program funded helps to overcome sex-stereotyping and strengthens the areas of Family Living, Parenthood, Consumer, Nutrition, Housing and Home Management Education. (Circle those areas being addressed). YES NO

3. Number the curriculum areas in the order of emphasis in this project (Rate 1-6).

_____Family Living	_____Parenting	_____Child Care
_____Energy	_____Nutrition	_____Home Management
_____Consumer Education	_____All Areas Equally	_____Other
_____Management of Resources		

Date, Contacts, and Comments

Date: _____ Person(s) Contacted _____

Comments:

Date: _____ Person(s) Contacted _____

Comments:

Date: _____ Person(s) Contacted _____

Comments:

1. What procedure or activity was the most successful in carrying out the intent of the contract and why?

Comments:

2. What procedure or activity was the least successful in carrying out the intent of the contract and why?

Comments:

ANNUAL L.E.A. ACCOUNTABILITY REPORT
VOCATIONAL EDUCATION PROGRAMS WHICH RECEIVE
FEDERAL VOCATIONAL FUNDS FROM P.L. 94-482

In compliance with the federal regulations of P.L. 94-482 each eligible recipient that receives funds has the responsibility to complete an Annual Accountability Report for each program which received federal support.

Please complete this report and forward two copies to your appropriate Regional Field Office. One copy of this report will be shared with all members of the Planning Unit at a subsequent P.U. meeting. This report is due 15 days after the completion date of the Contract.

Region _____ Planning Unit No._____

I. Statistical Section

Contract No. _____ Funding Section _____

Obligation Period _____

Local Education Agency_____

Title of Program/Program Area_____

Funds Approved: Federal_____ Local/State_____

State Goal Addressed_____ Subgoal(s)_____

Date Program Began_____ No. of Students Served: M___F___

II. Descriptive Section (Please attach 8 1/2 X 11 sheets as needed)

A. Give description of the Program or Activity.

B. Explain the role of the Local Advisory Committee in the development and implementation of the project.

C. Evaluate how the Program or Activity met the following:

1. State Goal and Subgoals.
2. Local objectives recorded in project.
3. Needs of the Labor Market (Include student placement on permanent jobs when applicable) N/A

D. Give an assessment of the short range and long range need for continued Federal Funding support.

E. Other information you may choose to report or attach.

Individual Submitting This Report_____
Title

This form should be completed in consultation with the Local Advisory Council.